Western Carolina University
College of Education and Allied Professions

Office for Rural Education

**Strategic Plan**

2005-2010

**Assessment Plan**

2005-06
2006-07
2007-08

Respectfully submitted:
Kim Elliott, Director of the Office for Rural Education
Lena Richie, Associate Director of the Office for Rural Education
May, 2005
March, 2006
April, 2007
April, 2008

Revised 7-26-05                  Approved by Advisory Board 3-16-06
1-03-06                          4-04-07
4-14-08                          Approved by Advisory Board 4-26-07
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The Office for Rural Education and Teacher Recruitment (ORE) serves the region by identifying and assisting with educational issues. Two significant issues are college access and teacher recruitment. ORE engages with our partners with college access and teacher recruitment initiatives.

ORE staff members implement Teacher Cadet Partnership Programming, Teacher Cadet Speaker’s Bureau, Middle School Teachers of Tomorrow, High School Teachers of Tomorrow, and Legislators’ School for Youth Leadership Development. Additionally ORE staff members track and assist in implementing the Western Carolina University/UNC-General Administration Teacher Education Enrollment Recruitment Plan. Each of these initiatives strives to address the teacher shortage crisis.

Teacher Cadet Partnerships have grown from 13 partner schools in 2007 to 21 partner schools in 2008-09. Highlights for this year also include the Western Carolina University Teacher Education Enrollment Recruitment Plan’s 27 actions focusing on the recruitment of traditional and non-traditional teacher education candidates. I invite you to visit the Office for Rural Education and Teacher Recruitment’s website http://ore.wcu.edu for detailed information relating to this plan and the tracking of the actions and goals contained therein.

ORE supports diversity initiatives in the College of Education and Allied Professions (CEAP) through minority recruitment, service on the CEAP Diversity Committee, and sponsorship of the Rural/Urban Exchange Program with North Carolina A&T.

College Access Grant initiatives for the year include: the Appalachian Regional Commission Grant for College Access and Success; the Z. Smith Reynolds’ Foundation Grant for High School, Community College and University Curriculum Dialogues in the areas of English and Science; Teacher Cadet Partner Grants; and the NC QUEST Science Inquiry Grant to provide professional development in the area of science.

The Office for Rural Education and Teacher Recruitment is engaged in the four university strategic activities: the Boyer Model of Scholarship; the Stewardship of Place Model, the Quality Enhancement Plan, and the UNC-Tomorrow findings. ORE has defined its programming components and their alignment with each of these four strategic activities.

ORE is the sponsoring office and faculty counselor for Kappa Delta Pi International Honor Society in Education (KDP). This honor society supports teacher candidates through professional development and service/engagement opportunities.

This report previews the year’s progress toward the Office for Rural Education’s Strategic Plan and Assessment. The staff appreciates the support of our Advisory Board, the College of Education and Allied Professions’ Office of the Dean, CEAP Center Directors, CEAP Department Heads, and the Faculty and Staff in the College of Education and Allied Professions, College of Arts and Sciences, College of Fine and Performing Arts, and the Office of Admission.

Dr. Kimberly Elliott
Office for Rural Education Staff
Dr. Kim Elliott, Director, Office for Rural Education and Teacher Recruitment
Ms. Lena Richie, Associate Director, Office for Rural Education
Mr. F. Scott Cook, Assistant Director for Teacher Recruitment
Ms. Laura Phillips, Administrative Support Associate, Office for Rural Education
Ms. Rosemary Rogers, Administrative Support Associate, Office for Rural Education

Office for Rural Education Advisory Board
The Office for Rural Education (ORE) Advisory Board serves a dual role as the School University Teacher Education Partnership Recruitment Sub-Committee, the Office for Rural Education’s Advisory Board and has member representation on the College of Education and Allied Professions’ Diversity Committee.

Office for Rural Education and Teacher Recruitment Advisory Board Responsibilities
- The Advisory Board exists to assist the Office for Rural Education in the fulfillment of its mission.
- The Advisory Board meets bi-annually to offer suggestions and assistance with programming.
- The Advisory Board reviews and prioritizes initiatives associated with college access and teacher recruitment.
- The Advisory Board assists ORE in building partnerships and implementing grants.

2008 – 2010 Advisory Board Members
Mr. Kenet Adamson, Dean, Arts & Sciences, AB Tech
Ms. Jamel Anderson-Ruff, Curriculum Specialist for Diversity, WCU
Ms. Raylene Bryson, Principal, Jackson County Early College, SCC
Ms. Caitlin Cavin, Teaching Fellow, WCU
Ms. Heather Cochran, Assistant Principal, Pisgah High
Mr. F. Scott Cook, Assistant Director of Teacher Recruitment, WCU
Dr. Michael Dougherty, Dean, College of Education and Allied Professions
Dr. Kim Elliott, Director, Office for Rural Education and Teacher Recruitment, WCU
Ms. Amber Gilliam, Teacher, Swain County Schools
Ms. Amanda Griffin, WCU Teaching Fellow
Mr. Michael Gantt, Associate Director, Office of Admission, WCU
Mr. Bob Marr, Superintendent, Swain County Schools
Ms. Ruth McCreary, Coordinator, SUTEP, WCU
Dr. Bob McGrattan, Assistant Superintendent of Human Resources, Asheville City Schools
Ms. Erin McManus, Coordinator, CEAP Pre-College Program, WCU
Mr. Dan Moore, Personnel Director, Macon County Schools
Dr. Andrew Peoples, Principal, North Buncombe Elementary, Buncombe County Schools
Ms. Laura Phillips, Administrative Support Associate, Office for Rural Education, WCU
Ms. Lena Richie, Associate Director, Office for Rural Education, WCU
Ms. Lori Seideman, Humanities and Fine Arts Instructor, AB Tech
Dr. Jackie Smith, Director, Special Programs and Teaching Fellows, WCU
Ms. April Spencer, Regional Education Facilitator, WRESA
Ms. Karen Sumner, Recruitment Specialist and Regional Education Facilitator, WRESA
Overview
Office for Rural Education and Teacher Recruitment

The Office for Rural Education (ORE) in the Office of Education and Allied Professions (CEAP) at Western Carolina University serves the region by identifying and assisting with educational issues. Currently, two of the most significant issues are college access and teacher recruitment. The Office for Rural Education engages the region and collaborates with our partners in college access initiatives and teacher recruitment programming.

The region is defined in two ways: first, through the public school partnerships located in the closest 17 counties in proximity to Western Carolina University, and secondly through the 49 westernmost counties served by the state-supported leadership program School for Youth Leadership Development (LSYLD).

Teacher Shortage Solutions
To assist with the national issues surrounding the teacher shortage crisis, Western Carolina University and ORE has implemented Cadet support programming, the School Teachers of Tomorrow Program, and the School Teachers of Tomorrow Program.

UNC-WCU Point of Contact
ORE serves as an initial point of contact for the implementation and tracking of the University of North Carolina-General Administration/Western Carolina University Teacher Education Enrollment Plan. ORE houses the director and assistant director of WCU’s Teacher Education Recruitment.

Support for Student Organizations
The staff serves as the faculty counselor for the Delta Pi International Honor Society in Education (KDP). Additionally, the assistant director serves as a co-sponsor for the Student North Carolina Association of Educators (SNCAE).

Diversity Education
The -Urban Exchange Program is one initiative in the college that creates opportunities for diversity education through collaboration and experiential learning with a sister UNC University. ORE staff members work in partnership with CEAP faculty and the CEAP Diversity Committee to promote diversity education.

Research & Engagement
Research and engagement activities are enhanced through internal and external grant writing. Current grants include NC QUEST, Regional Commission Grant for College Access and Success, a Z. Smith Reynolds Grant for curriculum alignment and student achievement, and Teacher Cadet mini-grants for high school partnership programs. Grant awards and teacher recruitment initiatives provide the office with an opportunity to collaborate with school and community partners in an effort to promote “Stewardship of Place.”
The Office for Rural Education at Western Carolina University (WCU) was established in the academic school year of 1984-85 by House Bill 1376, Chapter 1116, Section 24 for the statutory purpose “to identify and address the unique education problems of the public schools in the rural areas of the State.” The service area of the Office for Rural Education at Western Carolina University includes all of the educational agencies throughout the 49 western most counties in North Carolina.

The Office for Rural Education is joined by the Rural Education Institute at East Carolina University in Greenville, North Carolina to form the North Carolina Rural Education Network.

The primary mission of the Office for Rural Education (ORE) is to increase the awareness of the unique strengths and needs of rural schools and communities in Western North Carolina and to develop creative systems to better serve rural youth and their teachers. ORE will provide consultative grant writing services to the public schools in the western most counties of North Carolina. In addition, the mission is to identify scientifically based researched best practice activities designed to better understand the issues facing rural education in the state and to provide training and program activities designed for sub-groups in the education community. ORE supports WCU’s mission by continuing the “commitment to service, research and scholarship to society.” ORE embodies The College of Education and Allied Professions Mission by “striving to provide leadership and technical assistance for the improvement of teacher preparation in North Carolina, the nation and developing countries”.

The common thread in our mission to serve rural youth is 1) College Access for students and 2) Recruitment of candidates into the teaching profession.

(Assessment I)

External Strengths

- Public school personnel are willing to partner in grant writing endeavors.
- Public school personnel are receptive to partnering with other school systems.
- There is willingness on the part of East Carolina University’s Office for Rural Education to collaborate with Western Carolina University’s Office for Rural Education.
- There is a willingness on the part of education stakeholders to discuss rural education issues and possible solutions to address concerns.

External Limitations

- There is a climate of reduced or unpredictable grant opportunity.
- Fiscal problems at the state and national level have created revenue shortages that will adversely affect programming.
- There are a large number of stakeholders requiring services.
- Many students are first generation high school graduates and first generation college bound, creating the need for college access initiatives.
Internal Strengths

- There is an excellent, committed, and knowledgeable staff in the Office for Rural Education (ORE) with the experience to implement programming.
- There is an excellent faculty in the Western Carolina University College of Education and Allied Professions willing to partner in programming and grant opportunities.
- There are several service alliances, partnerships and programs in the area currently serving or willing to serve the university and school systems in the region.
- There is cooperation and assistance from departments across Western Carolina University’s Campus.
- There is a commitment to improving the education profession in the ORE.
- There is a commitment to achieving equity in services in the ORE.
- There is a commitment to improving the continuity of public resources in the ORE.

Internal Limitations

- There are constraints on time from programming that will continue to be monitored to maintain quality.
- There is a lack of sufficient funding for some programming.
- There is limited staff which makes simultaneous programming and activities difficult.

Vision

The Office for Rural Education (ORE’s) practices are based upon the premises of:

- Improving the education profession
- Assessing disparate and divergent outcomes
- Achieving equity among diverse populations and settings
- Improving adequacy and continuity of public resources
- Strengthening the vitality of distressed schools and communities
- Mobilizing community support for students and schools
- Improving learner outcomes
- Emphasizing the transition from school to livelihood

Goals, Objectives, and Strategic Actions

1. To identify and disseminate activities designed to better understand the various issues facing rural education in the state

   - Create venues for exploring issues unique to rural education i.e. forums, conferences or symposia
The Office for Rural Education and Teacher Recruitment provides support to area school system personnel and students for the purpose of enhancing rural education in western North Carolina. Topics include:

- Grant Writing
- Technology
- Drop-Out Prevention and Increasing Graduation Rates
- Resources for Rural Schools
- Technology Initiatives in North Carolina
- Recruitment of Highly Qualified Teachers
- Retention and Support of Educators in North Carolina
- High School Reform
- Innovative High Schools Addressing Rigor
- Relevance and Relationships
- Professional Development Delivery Systems
- Online Learning
- Accountability - ABC's and NCLB - Strategies to Assist Students in Identified Sub-Groups
- College Access Initiatives for Middle and High School Students
- Support for English Language Learners
- Support for Special Education Students
- Funding Issues and Sources

### 2007-08 Results:

- One article on Middle and High School Teacher Recruitment Initiatives was published in the Asheville Citizen-Times
- Survey results published in May, 2008 "Teacher Recruitment, Rural Schools and Student Teacher Perceptions of Effective Teacher Recruitment Strategies in North Carolina" (Elliott, 2008).
1-A Continued

2006-07
Results will guide program changes. Changes were made in the following areas: e-mails and hard copies of registrations were sent to SUTEP Liaisons, teachers, each superintendent and principal in the surrounding 20 school systems, each guidance counselor in 20 school systems, and each personnel director and curriculum director in 49 school systems.

Qualitative – Issue discussions, papers, publications

Assessment: Quantitative – Name of Event
“Issues in Rural Education” – Nov. 2006
Number of proposals submitted: 29
Number of participants: 4 registered
Number of events: event postponed

Participant Evaluation Results

2006-07 Results:
• One article was written by an assistant principal on the topic of recruitment and three grant articles were published- two articles were written on the NC QUEST Grant and one on the Appalachian Regional Commission Grant.
• Grant dissemination presentation given at the North Carolina College Access Conference in February 2007.

2005-06 Results:
Two publications concerning issues in rural education were published in the Asheville Citizen-Times.
• Disseminate grant opportunity information in an equitable manner

**1-B**

**Assessment:** Name of Grant, number and type of grants disseminated

**2008-09 Results:**
Teacher Cadet Grants: Charles D. Owen High
Enka High
Andrews High
Murphy High
Crest High
Shelby High
Pisgah High
Tuscola High
North Henderson High
West Henderson High
Smoky Mountain High
West Lincoln High
Chase High
East Rutherford High
R.S. Central High
Cherokee Central High
Hiwassee Dam High
Hayesville High
Robbinsville High
Nantahala High
Swain High

**NC QUEST:** Alleghany County
**ARC Grant:** Cherokee County – Hiwassee Dam High
**ARC Grant:** Graham County – Robbinsville High
**Z. Smith Reynolds:** Western Region High Schools and Community Colleges

**2007-08 Results:**
Teacher Cadet Grants: Pisgah High
Enka High
Smoky Mountain High
R. S. Central High
North Henderson High
West Henderson High
Andrews High
Chase High School
East Rutherford High
Crest High School

**NC QUEST:** Alleghany County
**ARC Grant:** Cherokee County- Hiwassee Dam
**ARC Grant:** Graham County- Robbinsville
Program Improvements: Grants continue to be disseminated to all eligible school systems. The phone log in the director's office documents calls concerning grant information.

- Provide consultative grant writing services to the public schools (assisting in locating grants, serving on the grant writing team, serving as the principal investigator or principal co-investigator)

Grant initiatives for rural schools integrate with *UNC- T objectives* in the following ways:

- To address the projected demand for high quality education among North Carolinians, grant initiatives assist area school systems by increasing WCU campus access and participation in programming on the WCU campus. Additionally, scholarship and admission information is provided to ensure the "Stewardship of Place Model" is realized through rural students attending post-secondary education and returning to contribute to the rural community in which they live. The "Stewardship of Place Model" is embodied in the collaborative work with school system personnel and Western Carolina University faculty and staff. Grant funding provides opportunities to think globally and act locally in a manner in which life in the region can be improved.
• Grant initiatives integrate the *Boyer Model of Scholarship* through faculty research of issues in rural education which focus on teacher supply and demand in conjunction with teacher education recruitment strategies. The *Boyer Model of Scholarship* is also demonstrated through the CEAP Faculty involvement in grant writing and implementation. A sharing and building of a collective expertise is the result of partnerships within the region.

• Grant initiatives support the elements of the *QEP Model* through a synthesis of experiences for Western Carolina University students. Kappa Delta Pi Honor Society students along with Teaching Fellows students participate in presentations, tutoring, and mentoring experiences for and with area school systems. College access and academic readiness continue to be the focus for the grants that are written in the Office for Rural Education and Teacher Recruitment.

<table>
<thead>
<tr>
<th>1-C</th>
<th>Assessment: Title of Grant, Number and Method of grant collaborations</th>
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<tbody>
<tr>
<td></td>
<td>Grant evaluations will guide future grants.</td>
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**2008-09 Results:**
1. Appalachian Regional Commission Grant Continuation- $70,000
2. Teacher Cadet Grants for Partnering High Schools (20 schools)
3. Z. Smith Reynolds Foundation Grant for western region high schools and community colleges - $8,000
4. Department of Public Instruction (DPI)/WCU Drop-Out Prevention Grants – provided technical assistance for two submissions

**2007-08 Results:**
1. NC QUEST Continuation Grant received- $125,000
2. Gear Up Grant Services were provided to 3 partner school systems.
3. Appalachian Regional Commission Grant Continuation- $70,000
4. Teacher Cadet Grants for Partnering High Schools received $4000 (10 schools at $400)

**2006-07 Results:**
1. Services were provided to 10 partner schools for a technology grant with WCU Continuing Education.
2. IEF Grant for Recruitment- unfunded
3. NC QUEST Grant received for $125,000
4. Appalachian Regional Commission Grant received for $67,900
5. Teacher Cadet Grants for Partnering High Schools received $200 each (13 partners.)
1-C Continued

2005-06 Results:
1. Services were provided in the writing of the Striving Readers Federal Grant (Swain Co.)
2. Collaborative writing of the NEA Grant for the Support of Teachers (Western Region)
3. Collaborative support was provided for the IEF Grant received for ESL students (WCU and Jackson Co.)
4. IEF Grant for Teacher Cadet Programming submitted.
5. NC QUEST Grant of $250,000 was awarded to WCU/Alleghany (ORE Project Director)
6. Teacher Cadet Grants for partnering high schools were submitted and awarded ($200 per partnership).

Program Improvements: There has been an increase of six grants submitted by ORE this fiscal year.

- Disseminate resource data base information to encourage partnerships among school systems (July 05- February 06)

<table>
<thead>
<tr>
<th>Results:</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>400</td>
<td>828</td>
<td>1020</td>
</tr>
<tr>
<td>Teachers</td>
<td>449</td>
<td>308</td>
<td>350</td>
</tr>
<tr>
<td>Principals</td>
<td>68</td>
<td>82</td>
<td>90</td>
</tr>
<tr>
<td>Personnel Directors</td>
<td>25</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>Superintendents</td>
<td>69</td>
<td>62</td>
<td>65</td>
</tr>
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<td>Central Office Personnel</td>
<td>62</td>
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<td>75</td>
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<tr>
<td>School System Contacts</td>
<td>148</td>
<td>248</td>
<td>252</td>
</tr>
<tr>
<td>University Faculty Contacts</td>
<td>149</td>
<td>200</td>
<td>197</td>
</tr>
<tr>
<td>University Student Contacts</td>
<td>120</td>
<td></td>
<td>97</td>
</tr>
</tbody>
</table>

*Each contact number represents a single face to face contact. E-mail and phone contacts are NOT included.

2. To provide training and program activities designed to create an awareness of the needs of rural education through seminars workshops and forums

- Plan, sponsor and host Teachers of Tomorrow

Teachers of Tomorrow, sponsored by the Office for Rural Education and the Western Carolina University College of Education and Allied Professions, is a one day event for high school students who are interested in exploring teaching as a profession. The high school students attend sessions, tour the campus, and spend the day at Western Carolina University.
Session topics include:

1. Teaching in North Carolina
2. How to Choose a College or University
3. Admissions Requirements
4. To Be a High School Teacher
5. Teaching Fellows and Scholarship Information
6. To Be a Middle School Teacher
7. Teaching in Elementary School
8. Why Teach?
9. Planning and Paying for College

Teachers of Tomorrow Programs integrate with *UNC- T objectives* in the following ways:

- To address the projected demand for high quality education among North Carolinians, the Teachers of Tomorrow Program assists high school students by increasing WCU campus access and participation in programming on the WCU campus. Additionally, scholarship and admission information is provided to ensure the “Stewardship of Place Model” is realized through rural students attending post-secondary education and returning to contribute to the rural community in which they live.

- Teachers of Tomorrow Programs integrate the *Boyer Model of Scholarship* through faculty research of issues in rural education which focus on teacher supply and demand in conjunction with teacher education recruitment strategies. The *Boyer Model of Scholarship* is also demonstrated through the CEAP Faculty Teacher Cadet Speakers’ Bureau. CEAP Faculty co-teach with high school teacher cadet faculty on selected seminar topics and present information in high school classrooms.

- Teachers of Tomorrow Programs support the elements of the *QEP Model* through a synthesis of experiences for Western Carolina University students. Kappa Delta Pi Honor Society students along with Teaching Fellows students participate in presentations, tutoring, and mentoring experiences for and with the high school students. Learning objectives focus on information sharing about teaching as a profession.

### 2-A

**Assessment:** Number of student, presenter and public school teacher participants

Participant evaluations will guide future programming. Surveys will drive programming.

<table>
<thead>
<tr>
<th>Results</th>
<th>2005-2006</th>
<th>2006-07</th>
<th>2007 MS</th>
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<tbody>
<tr>
<td>Student Participants</td>
<td>136</td>
<td>200</td>
<td>45</td>
</tr>
<tr>
<td>Teacher Participants</td>
<td>12</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Presenters</td>
<td>7</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Presenters</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
2-A Continued

<table>
<thead>
<tr>
<th>Results:</th>
<th>2007 High School</th>
<th>2008 Middle School</th>
<th>2008 High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>254</td>
<td>162</td>
<td>259</td>
</tr>
<tr>
<td>Teachers</td>
<td>23</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Presenters</td>
<td>14</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>WCU Students</td>
<td>27</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Program Improvements: There has been an increase in teacher and volunteer participation from the previous year. The participant surveys indicate a need for a longer day next year.

Program Improvements: 2007- A Middle School Teachers of Tomorrow was piloted with Swain and Graham County Schools (March 14, 2007).

Program Improvements: 2007-08 – Middle School Teachers of Tomorrow Programming provided to entire Western Region of NC. 65 middle schools were invited to participate in the February 18, 2008 program.

Program Improvements: 2007-08- High School participation increased from 10 to 16 High Schools.

- Recruit and facilitate Teacher Cadet Partnerships

The Office for Rural Education assists public school partners with teacher cadet programs on high school campuses. The North Carolina Teacher Cadet Program was founded by the NCAE and is funded by the North Carolina Foundation for Public School Children. High School teacher cadet classes are an innovative year long or semester block of activity based curricula for juniors and seniors. The course is designed to promote a better understanding of the teaching profession and to create an interest in teaching for those students enrolled in the course. Resources, field trips and guest speakers are among the services offered through the partnership with Western Carolina University and area high schools.

Teacher Cadet Partnership programs integrate with *UNC- T objectives* in the following ways:

- To address the projected demand for high quality education among North Carolinians, the Teacher Cadet Program assists high school students by increasing WCU campus access and participation in programming on the WCU campus. Additionally, scholarship and admission information is provided to ensure the “Stewardship of Place Model” is realized through rural students attending post-secondary education and returning to contribute to the rural community in which they live.

- Teacher Cadet Partnership programs integrate the *Boyer Model of Scholarship* through faculty research of issues in rural education which focus on teacher supply and demand in conjunction with teacher education recruitment strategies. The *Boyer Model of Scholarship* is also demonstrated through the CEAP Faculty
Teacher Cadet Speakers’ Bureau. CEAP Faculty co-teach with high school teacher cadet faculty on selected seminar topics.

- Teacher Cadet Partnership programs exhibit elements of the QEP Model through a synthesis of experiences for Western Carolina University students. Kappa Delta Pi Honor Society students along with Teaching Fellows students participate in presentations, tutoring, and mentoring experiences for and with the high school Teacher Cadets. Learning objectives focus on information sharing about teaching as a profession.

<table>
<thead>
<tr>
<th>2-B</th>
<th>Assessment: Number of partnership schools and contacts with cadet programs</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>2007-08 Results:</strong></td>
</tr>
<tr>
<td></td>
<td>Andrews High</td>
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<td></td>
<td>Crest High</td>
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<td></td>
<td>Chase High</td>
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<td></td>
<td>C.D. Owen High</td>
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<td>East Rutherford High</td>
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<td></td>
<td>Enka High</td>
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<td></td>
<td>Hayesville High</td>
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<td>Hiwassee Dam High</td>
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<td></td>
<td>Mountain Heritage High</td>
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<td></td>
<td>Murphy High</td>
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<td>North Henderson High</td>
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<td>Pisgah High School</td>
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<td>Robbinsville High</td>
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<td>R.S. Central High</td>
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<td></td>
<td>Smoky Mtn. High</td>
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<td>Swain High</td>
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<td></td>
<td>Swain Middle</td>
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<tr>
<td></td>
<td>Tuscola High</td>
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<td>West Henderson High</td>
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</table>

Teacher Cadet Speakers’ Bureau Presentations:
Barbara Bell – 2
Bob Houghton – 1
Jackie Smith – 2
Kim Elliott – 2
Lena Richie – 1
Rosemary Rogers – 1
2-B Continued

2006-2007 Results:
Thirteen (13) partnership high school programs (schools listed below with number of contacts with schools shown)

Andrews High – 6
Brevard Middle – 3
Chase High – 4
C.D. Owen High – 4
East Rutherford High – 6
Enka High – 7
Hayesville High – 2
Hiwassee Dam High – 16
Mountain Heritage High – 2
Murphy High – 5
Nantahala School – 2
North Henderson High – 3
Pisgah High – 8
Robbinsville High – 12
Rosman High – 2
Smoky Mtn. High – 7
Swain High – 6
Swain Middle -
Tuscola High – 2
West Henderson High – 8

Number of students receiving Teacher Cadet Elective Credit for WCU EDEL 130
Introduction to Teaching – 4
Number of Teacher Cadet class presentations by WCU Faculty and Staff - 4

2005-06 Results:
Nine (9) partnership high school programs

Program Improvements: Partnership numbers have increased from three to nine this year with an increase in face to face, email and phone contact. A list of services provided has been issued to partner schools and qualitative data indicates appreciation for the services offered. As of July 9, 2006, the EDEL 130 Introduction to Teaching course is eligible for transfer credit for students who have successfully completed the Teacher Cadet program in NC High Schools.

- Sponsor, plan and host the Legislators’ School for Youth Leadership Development

Legislators’ School for Youth Leadership Development is a middle and high school residential summer leadership program for rising eighth through eleventh graders hosted on Western Carolina University’s campus. Students develop skills in problem-solving, communication, and leadership. Students attend classroom sessions where the latest methodology for teaching key leadership skills in the areas of goal setting, team building, project planning and decision making are employed. The program is now in its year.

Legislators’ School for Youth Leadership (LSYLD) integrates with UNC- T objectives in the following ways:

- To address the projected demand for high quality education among North Carolinians, LSYLD assists middle and high school students by increasing WCU campus access and participation in programming on the WCU campus. Additionally, scholarship and admission information is provided to ensure the “Stewardship of Place Model” is realized through rural students attending post-secondary education and returning to contribute to the rural community in which they live.
• LSYLD prepares its students of successful professional and personal lives in the century, equipping them with the tools they will need to adapt to the ever-changing world.

• LSYLD partners with 49 school systems in the state to provide leadership opportunities for middle and high school students.

• LSYLD provides opportunities for outreach and engagement with 49 school systems in North Carolina.

• LSYLD provides a lab setting for faculty research and scholarship to address educational issues.

• LSYLD integrates the Boyer Model of Scholarship through faculty research of issues in rural education which focus on teacher supply and demand in conjunction with teacher education recruitment strategies. The Boyer Model of Scholarship is also demonstrated through the CEAP Faculty and staff involvement in presentations to the middle and high school students.

• LSYLD supports the elements of the QEP Model through a synthesis of experiences for Western Carolina University students. Kappa Delta Pi Honor Society students, Western Carolina undergraduate students, along with Teaching Fellows students are hired each summer to teach, mentor, coach, and counsel the students in the residential program.

<table>
<thead>
<tr>
<th>2-C</th>
<th>Assessment: Number of participants focusing on systems with a history of low participation</th>
</tr>
</thead>
</table>
| 2007-08 Results: | Middle School Session – 65 participants  
High School Session – 60 participants  
Five fewer students projected in 2008 due to 5% budget reduction and participant cost increases. |
| 2007-2008 Results Continued: | State guidelines for supervision of middle and high school students will be met with 21 staff members. |
| 2006-07 Results: | Middle School Session  71 participants  
High School Session  71 participants |
| 2005-06 Results: | Summer of 2005 attendance was lower than the norm due to last minute legislative funding decisions.  
Middle School Session  48 participants  
High School Session  40 participants  
Participant evaluations will guide future programming. Students and staff will be surveyed. |

Program improvements: Based on participant surveys, the Biltmore Trip has been canceled for the program.
Program improvements: Based on surveys, literature research and the strategic mission of the university, a service learning module has been expanded and a service learning on-campus project has been implemented for the summer of 2007.

- Disseminate Legislators’ School Adult Information Modules – planning, training and logistics

<table>
<thead>
<tr>
<th>2-D</th>
<th>Assessment: Number of participant counselor packets, number of staff training modules.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participant evaluations will guide future training</td>
</tr>
</tbody>
</table>

**2007-08 Results:**
Twenty-two (22) Legislators’ School personnel

**2006-07 Results:**
Twenty (20) Legislators’ School personnel

**2005-06 Results:**
Fifteen (15) Legislators’ School personnel

3. To provide support in the area of teacher recruitment for rural school systems

- Serve as recruitment committee co-chair for School-University Teacher Education Partnership (SUTEP)
- Host Teachers of Tomorrow
- Facilitate Teacher Cadet Partnerships
- Coordinate Western Carolina University Teacher Education Enrollment Plan

The Western Carolina University Teacher Education Enrollment Plan integrates the UNC- T objectives in the following ways:

- To address the projected demand for high quality education among North Carolinians, the WCU Teacher Education Enrollment Plan engages middle school students, high school students, community college students, second career professionals and alternative entry candidates by increasing WCU campus access and participation in programming on the WCU campus. Additionally, scholarship and admission information is provided to ensure the “Stewardship of Place Model” is realized through rural students attending post-secondary education and returning to contribute to the rural community in which they live.
- The plan assists in improving the quantity, quality and geographic distribution of public schools teachers.
- The Western Carolina University Teacher Education Enrollment Plan assists in addressing the shortage of science, math, special education, and minority teachers through specific action plans.
- The Western Carolina University Teacher Education Enrollment Plan assists with the engagement and collaboration with community college partners through specific initiatives designed to increase the number of transfer students to Western Carolina University.
The Western Carolina University Teacher Education Enrollment Plan integrates the Boyer Model of Scholarship through faculty research of issues in rural education which focus on teacher supply and demand in conjunction with teacher education recruitment strategies. The Boyer Model of Scholarship is also demonstrated through the CEAP Faculty recruitment, advisement and retention initiatives.

The Western Carolina University Teacher Education Enrollment Plan supports the elements of the QEP Model through a synthesis of experiences for Western Carolina University students. WCU students serve as student recruiters in many tasks included in the action plans. Strategies range from direct face to face recruitment of teacher education students to e-recruitment through email and phone-a-thons.

3-A The Western Carolina University Teacher Education Enrollment Plan is assessed through the tracking chart which can be found in the appendix of this document and on the Office for Rural Education and Teacher Recruitment websites: http://wcu. and ://WANTtoTEACH.wcu.

3-B Assessment: Middle and high school students will be tracked through NC Colleges of Education and into the LEAs to determine teaching rates among Teachers of Tomorrow and Teacher Cadet participants over a period from grade to university graduation.

4. To establish connections between elementary and secondary schools, universities, businesses and the communities so that needs can be cooperatively identified and met in creative ways

- Provide consultative grant writing services to the public schools (assisting in locating grants, serving on the grant writing team, serving as the principal investigator or principal co-investigator)
- Collaborate with School University Teacher Education Partnership (SUTEP) and Teaching Fellows Program in the areas of Teachers of Tomorrow, Teacher Cadet, School Improvement Grants, Teacher Appreciation Celebration, Reach to Teach and Middle School Teachers of Tomorrow.
- Collaborate with the Teaching Fellows Program in our work with rural schools

4-A Assessment: Number of collaborative events

2008-09
Teaching Fellows from across North Carolina serve as counselors and trainers at LSYLD for three weeks on the WCU campus.
Teaching Fellows and Office for Rural Education collaborate on the Regional Teachers of Tomorrow Programs for Middle and High School Students.
Teaching Fellows serve as student teacher recruiters.
4-A Continued

2007-08
Teaching Fellows from across North Carolina serve as counselors and trainers at LSYLD for three weeks on the WCU campus. Teaching Fellows and Office for Rural Education collaborate on the Regional Teachers of Tomorrow Programs for Middle and High School Students.

2007-08 Results:
- Number of Teaching Fellows Staff- 12
- Number of Teaching Fellows staff from previous years-7

2006-07
Haywood, Graham, Alleghany, Swain, Cherokee

2006-07 Results:
- Number of Teaching Fellows Staff – 9
- Number of returning Teaching Fellows staff from previous years - 4

2005-06
Swain, Graham, Alleghany, Ashe, Avery, and Buncombe

2005-06 Results:
Number of Teaching Fellows Staff – 3
Number of returning Teaching Fellows staff from previous years - 2

Program Improvements: An increase of six events over last year is documented.
- Collaborate with Western Carolina University faculty in grant work with public schools

4-B Assessment: Number of collaborative grants

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>IEF</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NC QUEST</td>
<td>1</td>
<td>1 awarded; 1 collaboration</td>
</tr>
<tr>
<td>NEA</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ARC</td>
<td></td>
<td>1 awarded; 1 continuation submitted</td>
</tr>
</tbody>
</table>

Results:
NC QUEST 1 awarded
ARC 1 awarded
Z. Smith Reynolds 1 awarded
Gear-Up 1 collaborative submission
Century Schools 1 collaborative submission

Program Improvements: An increase of four grants submitted over last year’s total of zero grants submitted is documented.
• Coordinate with the Rural-Urban Exchange Program

The Rural-Urban Exchange is a partnership between the College of Education and Allied Professions at Western Carolina University and the School of Education at North Carolina Agricultural and Technical State University (NC A&T) in Greensboro, NC. The program provides students in the education field the opportunity to experience campus and public school settings unlike their current environment. For a week, WCU students live on NC A&T’s campus and observe in the local public school classrooms. During another week, NC A&T’s students live on WCU’s campus and visit local schools. Students have the opportunity to experience campus life on another college campus, visit rural and urban schools and experience both rural and urban communities.

<table>
<thead>
<tr>
<th>4-C</th>
<th>Assessment: Number of participants</th>
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<tbody>
<tr>
<td><strong>Results:</strong></td>
<td><strong>2005-2006</strong></td>
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<tr>
<td>NC A&amp;T Students</td>
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</tr>
<tr>
<td>WCU Students</td>
<td>6</td>
</tr>
<tr>
<td>NC A&amp;T Faculty</td>
<td>2</td>
</tr>
<tr>
<td>WCU Faculty</td>
<td>2</td>
</tr>
</tbody>
</table>

Duty Log:
Planning, reservations, scheduling, notebook design, t-shirt design, catering booking, budgeting, vehicle reservations, purchase orders, and logistics

Program improvements 2006: Participation remains stable. Participant surveys indicated the need to discontinue the overnight outing in the cabin at Cherokee.

Program improvements 2007: Participants were provided lodging at the Dillsboro Best Western.

Program improvements 2008: Meal card increase was appreciated; greater interaction with WCU students.

• Sponsor, counsel, and advise the International Education Honor Society, Kappa Delta Pi

Kappa Delta Pi at Western Carolina University is an international honor society in education and elects those to membership who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions. Selection as a member of Kappa Delta Pi is based on high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the profession. The counselor and selected members will attend the national business meeting annually; provide leadership training; initiate new members annually; maintain business and financial records; conduct membership drives; disseminate national and chapter information; and order supplies and materials.

Kappa Delta Pi integrates the *UNC-T objectives* in the following ways:

• To address the projected demand of high quality education among North Carolinians, the WCU chapter of Kappa Delta Pi promotes teaching as a profession, provides leadership opportunities, disseminates professional information, and provides access to national research through .kdp.
• The “Stewardship of Place Model” is realized through the engagement of rural university students in educational endeavors and the opportunity to return and contribute to the rural community in which they reside.
• The Boyer Model of Scholarship is demonstrated through faculty/KDP student professional development.
• The Western Carolina University QEP Model is supported through Kappa Delta Pi’s service and volunteerism component. Students are also engaged in conference opportunities and activities coordinated through the national office.

4-D
Assessment: Number of participants

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Number of Initiates</td>
<td>November 19, 2007 - 33</td>
<td>November 24, 2008 -</td>
</tr>
<tr>
<td>Literacy Initiative</td>
<td>February 18, 2008 – 27</td>
<td></td>
</tr>
<tr>
<td>Recruitment Initiative Participants</td>
<td>February 18, 2008 - 27</td>
<td></td>
</tr>
</tbody>
</table>

• Disseminate data base resource and grant information
• Visit Local Education Agencies (LEAs) to offer services

4-E
Assessment: Number of visits by LEA

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Contacts</td>
<td>148</td>
<td>248</td>
</tr>
</tbody>
</table>

Program Improvements: An increase from 15 to 148 LEA contacts is noted in 05-06.
An increase from 148 to 248 LEA contacts is noted in 06-07.

5. To promote educational experiences and opportunities which might not otherwise be available for youth attending schools in rural areas

• Collaborate in grant writing activities with partner schools
• Facilitate Teacher Cadet Partnerships
• Host Teachers of Tomorrow
• Host Legislators’ School for Youth Leadership Development
• Conduct Legislators’ School Adult Training Module

6. To work with representatives from local government, all levels of education, businesses and other agencies to develop ways to better prepare students to make the transition from school to work to additional education and/or training, or career choices

• Assist school systems with college access programs
• Assist with activities in local Gear UP Programs
• Provide consultative grant writing services to the public schools (assisting in locating grants, serving on the grant writing team, serving as the principal investigator or principal co-investigator)
• Form an Advisory Board for the Office for Rural Education
### 6-A
Assessment: List of board members, archive of minutes
Task lists will provide agenda for the following meeting

- Collaborate with Local Education Agencies in grant writing
- Facilitate Teacher Cadet Partnerships
- Host Legislators’ School for Youth Leadership Development
- Host Teachers of Tomorrow

### 7. To develop creative ways to better serve rural youth, their teachers, and their communities

- Create venues for exploring issues unique to rural education i.e. forums, conferences or symposia
- Create a forum for dialog through seminars or focus group meetings with teachers, students, parents, and community members

### 7-A and B
Assessment: 2006-07
Dates for stakeholder group meetings:
- Twenty-two (22) counselors met October 17, 2006
- Agenda outcomes: An annual college access event will be held each year on the campus of WCU

### 8. To promote the development of new partnerships within communities which will allow increased effectiveness in the use of existing resources and programs

- Build a database of school system Teacher Cadet Programs
- Provide consultative grant writing services to the public schools (assisting in locating grants, serving on the grant writing team, serving as the principal investigator or principal co-investigator)
- To disseminate reports to appropriate departments concerning programming in ORE

### 9. To increase awareness of the Office for Rural Education among constituents

- Update ORE website

#### 9-A
Assessment: http://ore.wcu.edu
Use of web counter: Two revisions of the website have been completed with a third mandated with WCU Template this summer

- Create a brochure for ORE

#### 9-B
Assessment: brochure copies (a second brochure is currently in revision and update status).

- Disseminate Legislators’ School Brochure
- Disseminate Office for Rural Education Brochure
- Disseminate Teacher Cadet Brochure
Program Improvements: All LEAs in 49 school systems received multiple copies of the Legislators’ School Brochure. Office for Rural Education and Teacher Cadet brochures are disseminated to all partners.
The Office for Rural Education implements three Federal Grants and multiple Teacher Cadet mini-grants.

The Office for Rural Education Director assists with teaching loads by teaching Methods Courses in the Jamaica Program through the College of Education and Allied Professions and the Office of Continuing Education.

Student evaluations of Instructor and Course are administered and the Instructor makes improvements based on the student evaluations. Copies of data are on file in the director’s office and the College of Education and Allied Professions.

Western Carolina University
College of Education and Allied Professions

Assessment Template

Center Assessment

I. Mission Statement – Should include clear linkage to university and college mission

II. Goals – Should include measurable goals that Center will accomplish

III. Multiple methods of assessing goals – List the methods you will be using to assess each of the goals. How will you know that your goal has been achieved?

IV. Assessment conducted during reporting year – What goals did you assess during the year? All? One? Two?, etc.

V. Results of assessment conducted during the year – What are your findings based on your assessment methods?

VI. Program improvements/changes as a result of assessment – What did you do with the assessment results?

VII. Stakeholders involvement – How are faculty and partners involved in the assessment process?

VIII. What parties within the Center are responsible for annual assessment?
IV Goals Assessed

<table>
<thead>
<tr>
<th>2005 - 06</th>
<th>2006 - 07</th>
<th>2007 - 08</th>
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<tbody>
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<td>1B</td>
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<td>1C</td>
<td>1B</td>
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<td>1D</td>
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<td>2B</td>
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<td></td>
<td>9C</td>
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</table>

V Results documented in the assessment table beneath goals

VI Program improvements and changes listed in assessment table beneath goal

VII Stakeholders involved in the assessment process are the participants in the program, CEAP Faculty involved in the program, ORE Advisory Board Members and ORE Staff.

VIII Assessment Responsibility

Assessment and program evaluation are the responsibility of the Director and the Associate Director. **III-The methodology** for assessment includes both quantitative and qualitative design with a focus on survey data, dialogue and narrative discussion both oral and derived from written surveys. Event evaluations will provide quantitative data. Evaluations for Teacher Cadet, NC QUEST Grant, and Legislators’ School will also be implemented at the half year mark.
Service Area

1. Avery
2. Buncombe
3. Cherokee
4. Clay
5. Graham
6. Haywood
7. Henderson
8. Jackson
9. Macon
10. Madison
11. McDowell
12. Mitchell
13. Polk
14. Rutherford
15. Swain
16. Transylvania
17. Yancey
18. Asheville City Schools
19. Cherokee Central Federal School

Forty-nine counties in Western North Carolina are served through the Office for Rural Education on Western Carolina University’s Campus.
The Boyer Model of Scholarship and the Office for Rural Education

Western Carolina University’s recent adoption of the Boyer Model of Scholarship provides unique opportunities for the Office for Rural Education to collaborate with the research agendas of our colleagues.

The programming in the Office for Rural Education provides a lab setting for research conducted by Western Carolina University students and faculty.

Current research settings include:

- Legislators’ School for Youth Leadership Development: 60+ high school students are on campus for a week and with appropriate IRB approval and guardian permission could participate in faculty research.
- Legislators’ School for Youth Leadership Development: 60+ middle school students are on campus for a week and with appropriate IRB approval and guardian permission could participate in faculty research.
- Teacher Cadet High School Classes
- Teacher recruitment visits occur weekly in middle school, high school, and community college settings.

Research topics of interest in the Office for Rural Education:

- Teacher recruitment strategies for middle school students
- Teacher recruitment strategies for high school students
- Teacher recruitment strategies for community college students
- College access practices for high school students
- Strategies to increase high school graduation rates

The results of the study Teacher Recruitment, Rural Schools and Student Teachers’ Perceptions of Effective Teacher Recruitment Strategies for Rural North Carolina Schools (Elliott, 2008) contributed to the body of research on teacher recruitment strategies and the interpretation of this study’s findings have implications for further research. The following are suggestions for future research:

- Replicate the study with student teachers in adjoining states with similar rural to urban ratios.
- Expand the teacher recruitment strategies within the four categories of financial, media, interpersonal and technological and replicate the study in North Carolina.
- Replicate the study longitudinally to investigate changes in the student teachers’ perceptions.
- Expand this study to assess additional categories of recruitment strategies: financial, media, interpersonal and technological. Each category could serve as a standalone empirical study.
• Replicate this study at each individual university to provide a profile of employment preferences and use the results to improve teacher preparation with regard to urban and rural strategies.
• Replicate the study with the support of the North Carolina Department of Public Instruction (NCDPI) and the University of North Carolina General Administration (UNC-GA) to increase the return rate and the number of participants.

For additional information concerning collaborative efforts for research opportunities contact Dr. Kim Elliott, Director, Office for Rural Education and Teacher Recruitment at 828-227-7347, or by email, @email.wcu.
Western Carolina University

Teacher Education
Enrollment
Recruitment Plan
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<td>Teacher Recruitment Plan Tracking Chart</td>
<td></td>
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<td>Priority Recruitment Activities</td>
<td>101</td>
</tr>
<tr>
<td>Assistant Director of Teacher Recruitment Teacher</td>
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<tr>
<td>Candidate Recruitment and Retention Work Plan</td>
<td>103</td>
</tr>
</tbody>
</table>
Introduction

A member of the University of North Carolina, Western Carolina University (WCU) creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research, creative activities, and cultural activities to improve individual lives and enhance economic and community development in the region, state and nation.

Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines.

The College of Education and Allied Professions is uniquely positioned to collaborate with the Office of Admission, College of Arts and Sciences, College of Fine and Performing Arts, Office for Rural Education and Teacher Recruitment, School University Teacher Education Partnership (SUTEP), Center for Math/Science Education, Center for the Support of Beginning Teachers and Office of Alternative Licensure, Teaching Fellows Program, Graduate and Distance Education Programs and the Graduate School. An active Professional Education Council, online education programs, active alternative licensure programs and active master public school teachers serve as co-teachers in methods courses increase the opportunity for enhanced quality teacher recruitment.

The Western Carolina University Teacher Recruitment Plan demonstrates a collaborative initiative between and among colleges, campus offices, departments and programs in partnership with stakeholders in public schools, community colleges and the community at large.

The purpose of this report is to address the teacher recruitment accountability plan. The report includes an introduction, 2007-2009 teacher recruitment team members, an overview, an action plan tracking chart, and the 2008-2009 recruitment activities focused on production targets.
Western Carolina University
UNC Teacher Recruitment Plan Implementation

The teacher recruitment team members on the campus of Western Carolina University who are responsible for the plan implementation are:

Dr. Michael Dougherty  Dean, College of Education & Allied Professions
Dr. Dale Carpenter  Associate Dean, College of Education & Allied Professions
Dr. Wendy Ford  Dean, College of Arts & Sciences
Dr. Robert Kehrberg  Dean, College of Fine & Performing Arts
Mr. Alan Kines  Director, Undergraduate Admissions
Dr. Brian Gastele  Associate Dean, Graduate School & Research
Mr. Phil Cauley  Director, Enrollment Management for Distance Learning & Graduate School
Dr. Regis Gilman  Associate Dean, Educational Outreach
Dr. Kimberly Elliott  Director, Office for Rural Education and Teacher Recruitment
Mrs. Janice Holt  Director, Center for the Support of Beginning Teachers and Office of Alternative Licensure
Mr. F. Scott Cook  Assistant Director of Teacher Recruitment

vacant  Director, Office for Institutional Planning & Research
Overview

Western Carolina University has developed a teacher recruitment plan that incorporates an organizational structure, data systems, action plans, and a marketing plan for teacher education recruitment. The Western Carolina University Teacher Education Plan contains a total of twenty-seven action plans. This overview summarizes the action plans. A general statement about the progress on each action plan is summarized at the end of each task list as the initial response to evaluation measures. The university has developed a plan for overall responsibility for teacher recruitment.

The Teacher Education Enrollment Planning Team (TEEPT) Members have been appointed by the Chancellor, the Provost and the Dean of the College of Education and Allied Professions (Action plans 1 and 3). The College of Education and Allied Professions Dean appointed Dr. Kimberly Elliott as the Director of Teacher Recruitment and Mr. F. Scott Cook as the Assistant Director of Teacher Recruitment.

The resources necessary to implement the teacher recruitment plan have been provided by funding from UNC-GA and managed by the College of Education and Allied Professions (CEAP) Office of the Dean. Priorities for funding were determined by the TEEPT members and include allocations for a teacher recruiter salary, marketing materials (billboards, brochures, web design, promotional materials, radio ads, and newspaper ads), travel for the teacher recruiter, and funding for on campus recruitment activities for undeclared majors, high school and community college students (Action Plan 2). Action Plan 2 also provided the funding allocation for the Assistant Director of Teacher Recruitment at WCU and this employee has been on board since June 1, 2008. The Assistant Director of Teacher Recruitment works with community colleges and high schools in the region on a weekly basis to ensure teacher recruitment initiatives meet the needs of the institutions and the students involved (Action Plan 6).

Numerous meetings with the Provost, Deans of the College of Education Allied Professions, Fine and Performing Art, and Arts and Sciences, members of the TEEPT, faculty, staff and students have ensured that WCU is on target with implementing the Western Carolina University Teacher Education Recruitment Plan (Action Plan 4). Community Colleges are engaged with WCU in teacher recruitment.
Key persons have been identified in the Office of Admission, College of Education and Allied Professions, College of Arts and Sciences, College of Fine and Performing Arts, and at the community colleges in the region to engage in collaborative initiatives for teacher recruitment (Action Plan 5).

A data system is in place for tracking alternative licensure candidates and undergraduate teacher education candidates. UNC-GA is engaged with WCU to assist in identifying candidates completing licensure through the Regional Alternative Licensing Centers (Action Plan 7).

A student contact team has been organized and has completed two rounds of phone-a-thons to prospective high school students who may be interested in enrolling in Western Carolina University’s Teacher Education Program. The Assistant Director of Teacher Recruitment has a data base that is consistently updated with the Office of Admission to email prospective students. The student contact team assists with these emails, phone calls, and the mailing of marketing information and materials (Action Plan 8).

Western Carolina University is engaged in the development of a data reporting process. The Office for Admission, the Office of Institutional Research and Planning, and the Office of Assessment in the College of Education and Allied Professions collaborate on a regular basis to produce reports needed to drive the Teacher Education Enrollment Plan (Action plans 9 and 10).

The College of Education and Allied Professions, the College of Arts and Sciences and the College of Fine and Performing Arts have redesigned and updated program brochures and websites. A website for the specific purpose of teacher recruitment at WCU was unveiled in July, 2008. A video and DVD have been produced to assist with teacher recruitment. Print and electronic materials and have been updated with an emphasis on reaching targeted populations of students interested in teacher education (Action plans 11 and 12).

Teacher recruitment events are planned and coordinated in collaboration with the WCU Career Placement Office, Office of Admission, the College of Education and Allied Professions, the College of Arts and Sciences, and the College of Fine and Performing Arts, the Office for Rural Education and Teacher Recruitment, the Center for the Support of Beginning Teachers and Office of Alternative
Licensure, Office of Special Programs and Teaching Fellows and the School University Teacher Education Partnership (SUTEP). Middle school students and parents, high school students and parents, community college students, university students with undeclared majors, and second career professionals are the focus for many of the events (Action plans 13, 14, and 15).

Alumni are engaged in the teacher recruitment action plans through phone-a-thons, email campaigns (e-recruitment), presentations in high school classrooms and through bumper stickers, decals and displays such as, “I studied at Western Carolina University……. Ask me about teaching.” and “I attended Western Carolina University…..ask me about my college.” Marketing materials are provided to teaching alumni to assist in this recruitment effort (Action Plan 16).

The Center for the Support of Beginning Teachers and Office of Alternative Licensure uses existing fast-track MAT options developed for NC TEACH to create additional on-line offerings and to increase the number of methods courses offered. Targeted high need area coursework has been developed for fast-track options. Course schedules for working adults have been analyzed and a plan is in place to offer courses at the times and in the format working adults need. A retention initiative for tracing alternative licensure candidates includes phone calls and follow-up. This retention initiative for alternative licensure candidates has proven successful thus far (Action plans 17 and 18).

The College of Education and Allied Professions in collaboration with the College of Fine and Performing Arts and the College of Arts and Sciences are working to develop double majors in programs with teacher education components. Additionally, strategies are being developed to increase and advertise the number of scholarships available for teacher education majors (Action plans 19, 20, 21, 22).

Activities have been designed to support and mentor students in the licensure-only and alternative licensure programs to enhance recruitment and retention efforts. The Center for the Support of Beginning Teachers and the Office of Alternative Licensure collaborates with faculty and staff at WCU to track students and develop retention strategies to support candidates (Action Plan 23).

Diversity initiatives related to teacher education student recruitment are coordinated through the Office of Admission, the Office for Rural Education and Teacher Recruitment, the Office for the
Curriculum Specialist for Diversity and the College of Education and Allied Professions. Faculty and staff recruit diverse students from high schools and community colleges in North Carolina. High School recruitment with face-to-face outreach has proven successful. Teaching Fellows and WCU students are engaged with faculty and staff in the phone-a-thon, email, Reach to Teach Programming, Teachers of Tomorrow Programming and face-to-face recruitment for diverse students. The College of Education’s Diversity Committee and the SUTEP Recruitment Committee coordinate events for the recruitment of diverse students into teacher education (Qualitative Action Plan 1).

The Center for the Support of Beginning Teachers and Office of Alternative Licensure has an advisory board to support the mission of the College of Education and Allied Professions to increase the number of alternative licensure candidates. The Center works with Local Educational Agencies, the Director of Military Education, and the Regional Alternative Licensure Center to assist candidates. A tracking system with follow-up is in place for alternative licensure and licensure only candidates (Qualitative action plans 2 and 3).

The College of Education and Allied Professions has strategies in place through the Center for Math Science Education, SUTEP, and the Office for Rural Education and Teacher Recruitment to assist in promoting, marketing, and recruiting in the areas of math and science education (Qualitative Action Plan 4).

Western Carolina University has made significant progress in meeting all of the action plans and teacher production targets. Priorities and goals will continue to be set and monitored through the Teacher Education Enrollment Planning Team.
<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appoint an individual with overall responsibility for teacher recruitment.</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>Obtain necessary resources.</td>
<td>41</td>
</tr>
<tr>
<td>3</td>
<td>Create a Teacher Education Enrollment Planning Team at Western.</td>
<td>43</td>
</tr>
<tr>
<td>4</td>
<td>Develop formal mechanism to ensure collaboration and responsibility for teacher recruitment.</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>Community colleges and WCU work effectively on teacher education goals.</td>
<td>47</td>
</tr>
<tr>
<td>6</td>
<td>Dedicated WCU recruiters.</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>Uniform data standards for new student data tracking.</td>
<td>52</td>
</tr>
<tr>
<td>8</td>
<td>Student contact team to recruit teacher education students.</td>
<td>56</td>
</tr>
<tr>
<td>9</td>
<td>Develop standardized enrollment funnel reports.</td>
<td>59</td>
</tr>
<tr>
<td>10</td>
<td>Create database of currently enrolled students.</td>
<td>62</td>
</tr>
<tr>
<td>11</td>
<td>Print and electronic teacher education marketing materials.</td>
<td>63</td>
</tr>
<tr>
<td>12</td>
<td>Electronic communication with prospective students.</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>A series of events held in key markets.</td>
<td>67</td>
</tr>
<tr>
<td>14</td>
<td>Recruitment effort targeted towards currently enrolled students.</td>
<td>69</td>
</tr>
<tr>
<td>15</td>
<td>Direct-mail brochure.</td>
<td>71</td>
</tr>
<tr>
<td>16</td>
<td>Alumni in recruitment and admission-yield activities.</td>
<td>73</td>
</tr>
<tr>
<td>17</td>
<td>Fast-track options for adults in alternative programs of study.</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>Course schedules for working adults.</td>
<td>78</td>
</tr>
<tr>
<td>19</td>
<td>Double majors in disciplines and teacher education.</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>Publicize available scholarship resources.</td>
<td>83</td>
</tr>
<tr>
<td>21</td>
<td>North Carolina Incentive Program.</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>Scholarships for teacher education.</td>
<td>86</td>
</tr>
<tr>
<td>23</td>
<td>Licensure-only and alternative licensure candidates.</td>
<td>87</td>
</tr>
<tr>
<td>1</td>
<td>Minority students in teacher education.</td>
<td>89</td>
</tr>
<tr>
<td>2</td>
<td>Students enrolled in alternative pathways programs.</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>Tracking and following up on licensure-only inquiries.</td>
<td>98</td>
</tr>
<tr>
<td>4</td>
<td>Prospective students (math, science, and exceptional children).</td>
<td>99</td>
</tr>
</tbody>
</table>
WCU Teacher Recruitment Plan Tracking Chart

1. Action plan to Develop Overall Responsibility for Teacher Recruitment

Key Strategy/Enabling Objective:
Appoint an individual with overall responsibility for teacher recruitment at Western Carolina University.

Description/Explanation:
This individual would be responsible for implementing campus-based efforts and serve as a liaison with the person with overall responsibility for teacher recruitment at UNC-GA. The person will report to the Dean of the College of Education and Allied Professions and have strong relationships with the Enrollment Management Team.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>-0-</td>
<td>Dr. Michael Dougherty and Dr. Kim Elliott</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>Determine resources necessary to create position.</td>
<td>May 15, 2007</td>
<td>N/A</td>
<td>Completed</td>
</tr>
</tbody>
</table>
d. Implement appointment process.
   June 1, 2007       August 15, 2007       Dean and Coordinator are meeting to finalize Teacher Education Enrollment Team Members.       Completed 9/11/07

e. Select person.
   January 15, 2008   N/A                   Completed               Completed

**Responsibility:**
The Dean of the College of Education and Allied Professions is responsible for implementing this process.

**Evaluation/Control:**
Person is appointed to position.

**Initial Response to Evaluation Measures:**
This action is complete and is final.
2. Action Plan to Obtain Additional Resources Necessary to Support Teacher Recruitment Plan

Key Strategy/Enabling Objective:
Obtain necessary resources.

Description/Explanation:
Resources are necessary to support implementation of teacher recruitment plan such as: office support, support for Arts and Sciences teacher education coordination, CEAP distance education teacher education initiatives, and alternative pathways coordination.

<table>
<thead>
<tr>
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<th>Cost</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Medium</td>
<td></td>
<td>CEAP Dean / TEEPT</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
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<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Consult with stakeholders regarding needed resources to support implementation of the teacher education recruitment plan.</td>
<td>May 1, 2007</td>
<td>November 30, 2007</td>
<td>Funding projections will need to be revised based on actual allocations. The TEEPT Team will need to discuss ideas and brainstorm funding programming and allocations. Meeting set for October 10, 2007.</td>
</tr>
<tr>
<td>d.</td>
<td>If funded, procure resources.</td>
<td>Fall semester 2007</td>
<td>Awaiting funding allocation</td>
<td>Funding procured. Funding priorities in draft form.</td>
</tr>
</tbody>
</table>
Responsibility:
The Dean of the College of Education and Allied Professions is responsible for procuring resources.

Evaluation/Control:
Resources are in place.

Initial Response to Evaluation Measures:
This action is complete and is final.
3. Action Plan to Develop a Teacher Education Enrollment Team at Western Carolina University

Key Strategy/Enabling Objective:
Create a Teacher Education Enrollment Planning Team (TEEPT) at Western.

Description/Explanation:
Team will consist of personnel at Western who have a direct impact on teacher recruitment: Dean of CEAP, Associate Dean of CEAP, Dean of Arts & Sciences, Dean of College of Fine & Performing Arts, Director of Undergraduate Admissions, Associate Dean of Graduate School & Research, Director of Enrollment Management for Distance Learning and Graduate School, Associate Dean of Educational Outreach, Director of the Center for the Support of Beginning Teachers and Office of Alternative Licensure, the Director of the Office of Institutional Research and Planning, and the Director of the Office for Rural Education.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>-0-</td>
<td>Dr. Michael Dougherty and Dr. Kim Elliott</td>
</tr>
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</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

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<tr>
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<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Consult with Provost regarding make up of planning team.</td>
<td>May 1, 2007</td>
<td>August 20, 2007</td>
<td>Dean Dougherty has met with Provost Carter; a draft letter is prepared to invite members of the Team.</td>
</tr>
<tr>
<td>b.</td>
<td>Consult with various stakeholders regarding make up of team.</td>
<td>May 15, 2007</td>
<td>August, 2007</td>
<td>A team comprised of: Dean Wendy Ford; Dean Robert Kerberg; Dean Michael Dougherty; Associate Dean Dale Carpenter; Associate Dean Regis Gillman; Associate Dean Brian Gastle; Director Alan Kines; Director Phil Cauley; Director Janice Holt; Director Raymond Barclay; and Director Kim Elliott will meet October 10, 2007 for a luncheon and overview session. The final 07-08 TEEPT luncheon scheduled June 12, 2008. Dr. Michael Dougherty appointed Assistant Director of Teacher Recruitment, F. Scott Cook to the</td>
</tr>
</tbody>
</table>
c. Appoint team.


Responsibility:
The Dean of the College of Education and Allied Professions is responsible to ensure that team is in place.

Evaluation/Control:
Team is in place.

Initial Response to Evaluation Measures:
This action is complete and is final.
4. Action Plan to Develop a Formal Campus Mechanism to Ensure Collaboration and Joint Responsibility for Teacher Recruitment

Key Strategy/Enabling Objective:
Develop a formal mechanism on campus to ensure collaboration and responsibility for teacher recruitment.

Description/Explanation:
*This plan needs to be coordinated with Action Plans 7 and 14 and Qualitative Action Plan 4.*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>High</td>
<td>Medium</td>
<td>-0-</td>
<td>Dr. Michael Dougherty</td>
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**IMPLEMENTATION SCHEDULE/TIMETABLE**

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Original Projected Completion Date</th>
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<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Provost appoints team to develop formal mechanism.</td>
<td>May 1, 2007</td>
<td>August, 2007</td>
<td>Meetings with Provost are complete; letters of invitation are drafted and in Provost office.</td>
<td>August 28, 2007</td>
</tr>
<tr>
<td>c. Team develops draft of formal mechanism.</td>
<td>May 1, 2007</td>
<td>December, 2007</td>
<td>Dr. Dougherty will draft a policy statement for collaboration. Ideas from the Deans’ Handbook will be researched.</td>
<td>May, 2008</td>
</tr>
<tr>
<td>e. CEAP Dean, A&amp;S Dean and F&amp;PA Dean submit an annual report to the Chancellor and Provost that lists collaborative activities related to teacher recruitment and responsibility for those</td>
<td>June 30 annually</td>
<td>June 30, 2008</td>
<td>List of Activities: Responsibility of SUTEP Recruitment Committee</td>
<td>On target</td>
</tr>
</tbody>
</table>
Responsibility:
The Dean of the College of Education and Allied Professions, Dean of Arts and Sciences and Dean of Fine and Performing Arts are responsible.

Evaluation/Control:
Formal mechanism developed and in place.

Initial Response to Evaluation Measures:
This action is complete to date and is ongoing.
5. Action Plan on Community College Collaboration

Key Strategy/Enabling Objective:
Bring community colleges and Western Carolina University together to discuss ways of working more effectively on teacher education goals.

Description/Explanation:
Identify key persons at community colleges and at Western to work together on teacher education goals.
Identify key persons at Western to plan a retreat with stakeholders.
Hold retreat and develop plan to work together on teacher education goals.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
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<th>Cost</th>
<th>Project Manager</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$500</td>
<td>Alan Kines</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION SCHEDULE/TIMETABLE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>May 1, 2007</td>
<td>October, 2007</td>
<td>Alan Kines will plan retreat. Scott Cook and Brooke Roberts will plan retreat.</td>
<td>October 30, 2007 August 21, 2008</td>
</tr>
<tr>
<td>d.</td>
<td>June 30, 2007</td>
<td>January, 2008</td>
<td>A target date for the retreat has been updated to December 2008 preferably a Tuesday or Thursday.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>August 30, 2007</td>
<td>March, 2008</td>
<td>On target</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>September 30, 2007</td>
<td>April, 2008</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Responsibility:
The WCU Director of Admissions is responsible for planning and organizing a retreat for Western and area community colleges to discuss ways of working more effectively on teacher education goals and developing a plan to work more effectively on teacher education goals.

Evaluation/Control:
Plan in place to work more effectively together with goals and evaluations.

Initial Response to Evaluation Measures:
This action is complete with the exception of hosting a community college retreat. This task has been reassigned and is on target for December 16, 2008.
6. Action Plan on Dedicated Recruiters for Community Colleges and High Schools

Key Strategy/Enabling Objective:
Have dedicated Western Carolina University recruiters on community colleges to recruit for teacher education.

Description/Explanation:
Review resources in place that may be redeployed and new resources needed to have dedicated Western Carolina University recruiters on community colleges to recruit for teacher education.
Work with community colleges to develop a plan for WCU recruiters on community college campuses to recruit for teacher education.
Employ recruiters dedicated to recruiting for teacher education on area community college campuses and area high schools.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>$40,000 100% Teacher Recruiter to serve WCU and community colleges</td>
<td>Alan Kines and Dr. Michael Dougherty</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Bring current Western community college liaisons together to assess effectiveness and needs.</td>
<td>May 15, 2007</td>
<td>January, 2008</td>
<td>Kim Elliott met on March 18, 2008 with community college partners from Blue Ridge, ABTech, and Tri-County. The WCU Teacher Recruitment Plan was distributed, discussed, and a Q&amp;A was held. Kim Elliott and Scott Cook met with representatives Carol Williford, WCU; Jenni Rhymel, Blue Ridge Community College; John Hamrick, Isothermal Community College on June 18, 2008.</td>
<td>March 18, 2008 and ongoing</td>
</tr>
<tr>
<td>b. Develop an optimal plan for recruiters on each campus.</td>
<td>June 15, 2007</td>
<td>February, 2008</td>
<td>Fall 2008 recruitment plan is developed and in the implementation stage (see Appendix B).</td>
<td>On target</td>
</tr>
<tr>
<td>c. Revise job descriptions of current Western employees who work on community college campuses to include</td>
<td>August 15, 2007</td>
<td>December, 2007</td>
<td>Focused Growth Funding will be used to convert 50% position to 100%.</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>recruitment into teacher education.</td>
<td></td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>d.</td>
<td>Develop costs associated with plan, if any.</td>
<td>June 1, 2007</td>
<td>December, 2007</td>
<td>Costs will need to be revised due to decreased funding of initiative from the state level.</td>
</tr>
<tr>
<td>e.</td>
<td>Hire new recruiters, if needed.</td>
<td>August 1, 2007</td>
<td>February, 2008</td>
<td>Job Description for half-time recruiter is in draft form, and has been sent to Human Resources. Job Description for 100% recruiter sent to Human Resources January 9, 2008. Posted January 29, 2008. Offer was made to candidate. Candidate refused. As of 2/21/08, the position has been re-posted. Candidates from a second search were interviewed March 10, 2008. No offers made. The ranking of this position moved from SPA to EPA. Three search interviews were conducted. A hiring recommendation was made. The Assistant Director of Teacher Recruitment began work June 1, 2008.</td>
</tr>
<tr>
<td>g.</td>
<td>Secure resources for new recruiters including office space, laptop computer and phone access.</td>
<td>August 1, 2007</td>
<td>January, 2008</td>
<td>Office space, phone, and laptop located in Room 152 Camp Building. Assistant Director of Teacher Recruitment's resources and space are provided and secure.</td>
</tr>
<tr>
<td>h.</td>
<td>Develop on-going training and communication for</td>
<td>September 15, 2007</td>
<td>February, 2008</td>
<td>Assistant Director of Teacher Recruitment training with the Office</td>
</tr>
<tr>
<td>Action</td>
<td>Start Date</td>
<td>End Date</td>
<td>Description</td>
<td></td>
</tr>
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<td>-----------------------------------------------------------------------</td>
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</tbody>
</table>

**Responsibility:**
The Director of Admissions and Dean of the College of Education and Allied Professions are jointly responsible for having dedicated Western Carolina University recruiters on community colleges to recruit for teacher education.

**Evaluation/Control:**
Track numbers of community college transfers into teacher education.

**Initial Response to Evaluation Measures:**
This action is complete and is final.
7. Action Plan to Develop a Data System to Track Prospective and Current Teacher Education Students

Key Strategy/Enabling Objective:
Establish uniform data standards and definitions for the following new student market segments so that data is tracked consistently across campuses and can be aggregated at the system level.

Description/Explanation:
Engage in ongoing business process documentation and planning to enable accurate capture of student data on first-year students, transfer students, currently enrolled students, alternative entry students, and Regional Alternative Licensure Center enrollees in the Admissions and Educational Outreach/Distance Learning prospect/applicant system of record (College Board/Recruitment Plus), the Graduate School’s prospect/applicant system of Record (Apply Yourself), and the primary student information system (Banner).

This plan needs to be coordinated with Action Plans 4 and 14 and Qualitative Action Plan 4.

<table>
<thead>
<tr>
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<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td></td>
<td>OIRP Director and Registrar</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

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<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Finalize initial business process documentation and initiate procedure for communicating changes and making future updates.</td>
<td>May 1, 2007 (ongoing)</td>
<td>November 1, 2007</td>
<td>Meeting was held December 18, 2007 with Michael Dougherty, Dale Carpenter, Ray Barclay, Renee Corbin, Alan Kines, Keith Stiles, and Alan Socha to discuss and design business process model.</td>
<td>December 18, 2007</td>
</tr>
<tr>
<td>b. Complete coding restructure to accurately capture licensure areas for licensure only undergraduate and graduate level students.</td>
<td>June 1, 2007</td>
<td></td>
<td>The associate dean and director of assessment have reviewed current program offerings and are meeting with the Registrar's Office to complete the process. A new database for NCTEACH linked to the TEAMS database has been implemented to track licensure only candidates (Spring 2008).</td>
<td>On target</td>
</tr>
<tr>
<td>c. Complete recoding of licensure only students from generic</td>
<td>June 15, 2007</td>
<td>Recoding of most of the licensure only candidates is in</td>
<td>On target</td>
<td></td>
</tr>
<tr>
<td>Certification program codes to specific codes.</td>
<td></td>
<td>progress. The graduate school has completed an online application process and students applying from Spring 2008 forward will be coded in the appropriate licensure area. An IT work request has been initiated to automatically recode newly admitted teacher candidate graduates and update teacher certification codes in Banner.</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>d. Begin discussions with undergraduate admissions and the graduate school to create a methodology for identifying prospective education students at the application level through prospect records.</td>
<td>June 30, 2007 (ongoing)</td>
<td>Kim Elliott and Dr. Brian Gastle (Graduate School) met Monday, January 14, 2008. Dr. Ray Barclay and Alan Socha have completed the descriptor analysis to replace the algorithm for identifying prospective education students. Michael Dougherty, Scott Higgins, and Phil Cauley have provided the Assistant Director of Teacher Recruitment with graduate enrollment Excel reports. Renee Corbin has provided CEAP with a detailed WCU Teacher Candidate enrollment report by licensure area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Ascertain problem areas with identifying licensure only students at the prospect level (students who requested licensure plans but enroll without notifying the College).</td>
<td>July 15, 2007</td>
<td>Dr. Dale Carpenter, Janice Holt, and Rachel Wike have met and completed a business plan to track licensure only students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Ascertain problem</td>
<td>July 31, 2007</td>
<td>At the October</td>
<td>On target</td>
<td></td>
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<tr>
<td>areas with identifying students completing licensure through the Regional Alternative Licensure Centers enrolling in campus courses.</td>
<td>meeting in Chapel Hill, collaboration efforts were discussed with DPI and GA. Discussions ongoing. A new Banner code has been created through the Graduate School to identify RALC licensure candidates taking courses at WCU.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Build prospect recruitment plan including a calendar of key actions and deadlines as well as responsible parties for Fall and Spring terms.</td>
<td>August 15, 2007</td>
<td>Alan Kines and Gregg Massenburg are working with Keith Stiles to design and implement the WebCalendar. Scott Cook was granted access to the recruitment calendar and is documenting recruitment events and contacts on the shared calendar. August 18, 2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Build initial list of prospective students (by market segment) for fall from the prospect records including inquiries, applicants, etc. and update weekly.</td>
<td>August 30, 2007 (ongoing)</td>
<td>Alan Kines, Aaron Krauss and Mark Anderson have completed the prospect database and delivered the document to Dr. Michael Dougherty, Kim Elliott, and Gregg Massenburg. This database will be used beginning January 23, 2008 to contact prospective teacher education students. An updated fall 2008 student database was delivered to the Office of Teacher Recruitment August 18, 2008. December 20, 2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Assess fall recruitment efforts and plan efforts for spring recruitment.</td>
<td>December 7, 2007</td>
<td>Fall 2008 recruitment and retention plan is complete. Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Build initial list of prospective students (by market segment) for spring from prospect</td>
<td>January 9, 2008 (ongoing)</td>
<td>Alan Kines, Aaron Krauss and Mark Anderson have completed the</td>
<td>December 20, 2007</td>
<td></td>
</tr>
</tbody>
</table>
records including inquiries, applicants, etc. and update weekly.

prospect database and delivered the document to Dr. Michael Dougherty, Kim Elliott, and Gregg Massenburg. This database will be used beginning January 23, 2008 to contact prospective teacher education students. The Office of Admission delivered the names and contact information for 400 applicants interested in teacher education. The Assistant Director of Teacher Recruitment sent e-mails to the 400 students at WCU with undeclared majors who were interested in teacher education.

<table>
<thead>
<tr>
<th>Action</th>
<th>Start Date</th>
<th>End Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. Assess spring recruitment efforts and plan efforts for next fall.</td>
<td>April 14, 2008</td>
<td>May 2, 2008</td>
<td>Action Plan Assessment sent to Dr. Michael Dougherty</td>
</tr>
<tr>
<td>l. Submit annual report to the Dean of the College of Education &amp; Allied Professions with a copy to the Provost and repeat the cycle.</td>
<td>May 16, 2008</td>
<td>May 2, 2008</td>
<td>Action Plan Assessment sent to Dr. Michael Dougherty</td>
</tr>
</tbody>
</table>

**Responsibility:**
Office of Institutional Research and Registrar are responsible for development of data fields. The plan will determine which persons are responsible for ensuring these fields/data elements are populated.

**Evaluation/Control:**
Fields and data element inventory, Extensive Business Process Documentation.

**Initial Response to Evaluation Measures:**
This action is on target and work continues in the recoding of licensure areas.
8. Action Plan to Form Student Contact Team for Teacher Education Recruitment

Key Strategy/Enabling Objective:
Form student contact team for the purpose of recruiting teacher education students.

Description/Explanation:
Form a three-person student contact team to work three hours per day, three days per week, 26 weeks per year. Correspond with prospective teachers via telephone, e-mail and handwritten notes on topics such as why teach, how to finance your education, how to prepare for the teaching professions. Current students also engage in live chats and blogs, as described under other action plans. Employ at least one Teaching Fellow to follow-up on high-ability prospects.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>$11,000</td>
<td>Dr. Jackie Smith and Dr. Kim Elliott</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Promote positions through e-mail and personal outreach to current teacher education students.</td>
<td>June 1, 2007</td>
<td>January, 2008</td>
<td>E-mails sent to candidates for phone recruiters. Funding for three student contact team members was allocated for fall 2008 and spring 2009.</td>
<td>December 30, 2007 July, 2008</td>
</tr>
<tr>
<td>c. Work with computer services to create new e-mail accounts for student callers so they can maintain a separate work account.</td>
<td>August 15, 2007</td>
<td>March, 2008</td>
<td>We will use student e-mails listed in the prospective student database.</td>
<td>January 11, 2008</td>
</tr>
<tr>
<td>d. Finalize phone/computer space for team with admissions office.</td>
<td>August 15, 2007</td>
<td>March, 2008</td>
<td>Space and phones were provided by the Office of Admissions. Space and phones provided by the Office for Rural Education for the fall 2008/spring</td>
<td>December 10, 2007 August 15, 2008</td>
</tr>
<tr>
<td></td>
<td>Activity Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Notes</td>
</tr>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>g.</td>
<td>Create personal binders for the team to keep hours, training materials, scripts, etc.</td>
<td>September 10, 2007</td>
<td>April, 2008</td>
<td>Phone logs and databases are complete for recruiter use. December 20, 2007</td>
</tr>
<tr>
<td>h.</td>
<td>Build initial list of prospective teachers to contact (by market segment) including inquiries, applicants, etc. and update weekly.</td>
<td>September 10, 2007</td>
<td>April, 2008</td>
<td>600 letters mailed to prospective students by Office for Special Programs &amp; Teaching Fellows. Prospective education student database delivered to CEAP. Four-hundred e-mails sent to undeclared majors. November 13, 2007 December 20, 2007 August, 2008</td>
</tr>
<tr>
<td>j.</td>
<td>Begin preparing weekly summary report of successful contacts.</td>
<td>September 22, 2007</td>
<td>April, 2008</td>
<td>Phone logs will be collected each Wednesday and Thursday evening during the recruitment weeks in January and February 2008. May 2008 and Ongoing</td>
</tr>
<tr>
<td>p.</td>
<td>Confirm willingness of students to work fall term, hire additional students as necessary.</td>
<td>December 5, 2007</td>
<td>January, 2009</td>
<td>Confirmed. Spring 2008</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>The Teaching Fellows Director is responsible for the student contact team.</td>
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</tr>
<tr>
<td><strong>Evaluation/Control:</strong></td>
<td>A monthly report will be produced showing the number of successful contacts by type (e.g. phone, e-mail, handwritten notes).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initial Response to Evaluation Measures:</strong></td>
<td>This action is complete to date and is ongoing.</td>
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</tbody>
</table>
9. Action Plan on Prospective Teacher Enrollment Funnel Reports

Key Strategy/Enabling Objective
Develop standardized enrollment funnel reports on each campus to track the institution's primary prospective teacher market segments.

Additional Key Strategy/Enabling Objective:
Develop a data reporting process on the campuses to keep senior staff and other stakeholders apprised of teacher enrollment goals and progress by market segment.

The Office of Institutional Research & Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of recruitment funnel, operational, and strategic reports/analyses.

<table>
<thead>
<tr>
<th>Complexity</th>
<th>Time Sensitivity</th>
<th>Cost</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>(High or Low)</td>
<td>(High, Medium, Low Priority)</td>
<td></td>
<td>Alan Kines</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The Office of Institutional Research &amp; Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of operational point-in-time reports (&quot;baseline year&quot; – especially for prospect tracking purposes) that provide aggregate-level descriptions of student prospects, applicants, and enrollment activity strategies by key socio-demographic variables.</td>
<td>June 1, 2007 (ongoing use/refinement)</td>
<td>Broad coding with the education prospects with Recruitment Plus is complete. Specific coding is in progress with Registrar's Office, OIRP, and CEAP. Alan Kines and Dr. Ray Barclay will meet January, 2008 with Registrar's staff.</td>
<td>December 20, 2007</td>
<td></td>
</tr>
<tr>
<td>b. The Office of Institutional Research &amp; Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of operational point-in-time student lists by key socio-demographic variables.</td>
<td>June 1, 2007 (ongoing use/refinement)</td>
<td>Discussions with OIRP, Graduate School, and the Office for Admissions are documented. (November, 2007; December, 2007; and are ongoing)</td>
<td>On target</td>
<td></td>
</tr>
<tr>
<td>c. The Office of Institutional Research &amp; Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of operational point-in-time student lists by key socio-demographic variables.</td>
<td>September 30, 2007 (ongoing)</td>
<td>Dr. Ray Barclay and Alan Socha have</td>
<td>Completed October, 2007.</td>
<td></td>
</tr>
</tbody>
</table>
Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of reports that reviews the effectiveness of outreach activities (visitation events, mailings, fairs, etc.) as it pertains to key conversion rates.

d. The Office of Institutional Research & Planning (OIRP) will partner with the Graduate School, the Office of Admissions, and the College of Education to prepare a suite of strategic management reports to address operational and institutional planning needs and benchmarking.

<table>
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<tr>
<th>Date</th>
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<tr>
<td>July 1, 2007 (ongoing use/refinement)</td>
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</table>

Dr. Ray Barclay and Alan Socha have completed the descriptor analysis to replace the algorithm for identifying prospective undergraduate education students for CEAP. Graduate School discussions on this topic continue.

<table>
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<th>Date</th>
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<tr>
<td>October 30, 2007 (1 time per year – summer, fall, spring terms)</td>
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Consultation with the Office for Institutional Research and Planning and the Office of Admission is ongoing.

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>December 30, 2007 (ongoing use/refinement)</td>
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</table>

This process will begin February, 2008.
suite of strategic management reports that focus on market segmentation utilizing geo-demographic analysis tools (GIS/ESRI) and other methods.

| g. | The Office of Institutional Research and Planning will conduct a Teacher Recruitment Stop-out analyses that include internal course sequence analysis and survey techniques. | May 30, 2008 (ongoing use/refinement) | Ongoing | On target |

**Responsibility:**
The Director of Institutional Research and Planning, Director of Admissions, Associate Director of Admissions, Associate Dean of the Graduate School, Associate Dean of Educational Outreach, Associate Dean of the College of Arts and Sciences, Associate Dean of the College of Education, and the Dean of the College of Fine and Performing Arts are responsible for ensuring reports get developed and deployed.

**Evaluation/Control:**
Report Inventory will be maintained with completion dates.

**Initial Response to Evaluation Measures:**
This action is complete to date and is ongoing.
10. Action Plan for Teacher Recruitment Target Database for Currently Enrolled Students

Key Strategy/Enabling Objective:
Create a special database of currently enrolled students who are targets for recruitment into teacher education.

Description/Explanation:
Utilizing our SAS DataMiner tool, the Office of Institutional Research and Planning will set up algorithms to pinpoint high probability internal (and applicant) teacher education program participants for use by the College of Education to contact students and/or inform other prospect information strategies.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Ray Barclay, Dr. Kim Elliott and Registrar’s Office Personnel</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

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<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
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</table>

Responsibility:
OIRP is responsible for developing the model.

Evaluation/Control:
Use and success of data file summary for targeting and converting prospects.

Initial Response to Evaluation Measures:
This action is complete to date and is ongoing.
11. Action Plan to Redesign and Distribute School/College Brochures and Websites

Key Strategy/Enabling Objective
Teacher education marketing material should reflect the results of statewide research with the intent of improving messaging.

Description/Explanation:
All print and electronic teacher education marketing materials will be redesigned to reflect the statewide research findings on why students choose teaching as a career, incentive programs, data (availability of jobs, placement rates), and other key messages.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program Coordinators and Dr. Lee Nickles for 11c and 11g</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION SCHEDULE/TIMETABLE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
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</thead>
<tbody>
<tr>
<td>b.</td>
<td>Consult with Western faculty and stakeholders to determine Western’s specific and/or unique marketing messages.</td>
<td>April 30, 2007</td>
<td>November, 2007</td>
<td>Kim Elliott discussed with Leadership Council on December 6, 2007. Kim Elliott met with Associate Dean, Dr. John West (CFPA) on January 10, 2008. Kim Elliott met with Associate Deans, Dr. David Butcher and Dr. Niall Michelsen on January 28, 2008. Kim Elliott met with CEAP Leadership Team August 14, 2008 to discuss recruitment and retention efforts.</td>
</tr>
<tr>
<td>c.</td>
<td>Meet with print and Web designers to determine the scope of revisions and any new marketing tools desired or required.</td>
<td>May 4, 2007</td>
<td>December, 2007</td>
<td>Request for brochures has been obtained (November 30, 2007). Four-hundred dollars allotted per brochure request. Departments requested to begin work immediately.</td>
</tr>
<tr>
<td>d.</td>
<td>Determine project</td>
<td>May 9, 2007</td>
<td>December,</td>
<td>Project costs for</td>
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</tr>
<tr>
<td>I. Marketing and print materials for teacher recruitment will be designed, budgeted, purchased, received, and dispersed.</td>
<td>May, 2008</td>
<td>May, 2008</td>
<td>The following items are available for marketing the teaching profession: departmental brochures; pencils; pencil sharpeners; pens; post-it notes; calculators; rulers;://WANTtoTEACH.wcu, bumper stickers; catamount logo stickers; business cards; posters; DVDs</td>
<td>Ongoing replenishing of recruitment materials</td>
</tr>
</tbody>
</table>

**Responsibility:**
The Director of Undergraduate Admission is responsible for driving the process and collaborating closely with the Dean of the College of Education and Allied Professions, the Vice Chancellor for Advancement and External Affairs, the Director of Web Services, Assistant to the College of Education & Allied Professions Dean for Technology and Curriculum, and their designates.

**Evaluation/Control:**
New and/or revised print materials are ready for distribution during the fall recruitment season. The revised Web material is live by mid-summer for the campus-visit season.

**Initial Response to Evaluation Measures:**
This action is complete and is final.

Key Strategy/Enabling Objective:
Electronic communication with prospective students provides flexibility in messaging, the potential to capture prospect information more consistently and accurately, real-time recruiting, hi-tech branding, and a more environmentally friendly mode of communication.

Description/Explanation:
All prospect information from referrals, campus visitors, telephone callers, and on-the-road contacts will be entered into Recruitment Plus suspect or prospect files. All students will then receive a series of emails from the Office of Undergraduate Admission, College of Education and Allied Professions, and other campus units. Other electronic forms of communication will be deployed as marketing tools, including live chats with the dean and faculty members and currently enrolled students, blogs written by “student teachers,” etc.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Medium</td>
<td>TBD</td>
<td>Admissions, Program Coordinators and Dr. Bob Houghton for blogging (tentatively)</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Process for capturing prospect data is developed within the dean's offices in the College of Education and Allied Professions, the College of Arts and Sciences, and the College of Fine and Performing Arts that will allow for electronic data transmittal to the Office of Undergraduate Admission.</td>
<td>May 1, 2007</td>
<td>November 1, 2007</td>
<td>Kim Elliott and Bob Houghton discussed (11-20-07) the option to move to a WIKI page. Neil Torda (WCU Faculty Center) was contacted through e-mail (11-20-07) to assist with the initiative. Recruitment and retention plan is complete with electronic data transmittal process.</td>
<td>August, 2008</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Details</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>d.</td>
<td>Meet with IT staff members to set up live chat capability and dates.</td>
<td>July 5, 2007</td>
<td>January 5, 2008</td>
<td>Neil Torda has been contacted through e-mail to assist with WIKI page, as opposed to live chats and/or blogs. Office of Admission hosts a page on Facebook to serve as the forum for online chat. E-mail contact plan is in place with the Assistant Director of Teacher Recruitment as the initial point of contact.</td>
</tr>
<tr>
<td>e.</td>
<td>Email campaign to yield admitted students commences.</td>
<td>July 15, 2007</td>
<td>January 15, 2008</td>
<td>E-mail and phone campaign began January 23, 2008 and continued through Spring Semester.</td>
</tr>
<tr>
<td>f.</td>
<td>Live chats occur between admitted or prospective students and faculty and currently enrolled students.</td>
<td>Month of July 2007</td>
<td>Month of February 2008</td>
<td>Teaching Fellows and Gregg Massenburg on target with student contacts.</td>
</tr>
<tr>
<td>g.</td>
<td>Emails and live chats occur to recruit high school seniors.</td>
<td>Fall 2007</td>
<td>Winter 2008</td>
<td>E-mails sent by CEAP Dean, faculty, staff, and students throughout Spring Semester. E-mails began January, 2008.</td>
</tr>
</tbody>
</table>

**Responsibility:**
The Director of Admissions and the Dean of the College of Education and Allied Professions are responsible for electronic communication strategy implementation.

**Evaluation/Control:**
Electronic communication strategies are implemented.

**Initial Response to Evaluation Measures:**
This action is complete and is final.
13. Action Plan to Use Event Marketing to Give Visibility to Teacher Education Across Market Segments

Key Strategy/Enabling Objective:
High-tech marketing and recruiting (see Action Plan 12) must be accompanied by high-touch outreach. Relational recruiting means meeting face-to-face with prospective students.

Description/Explanation:
A series of events will be held in key markets to attract prospective students interested in teaching. A main event will be hosted on campus, with satellite events at regional community colleges to reach working adults and transfer students. Current teacher education students will be involved.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium</td>
<td>High</td>
<td>To be determined</td>
<td>Dr. Dale Carpenter, Janice Holt, Mardy Ashe, and Dr. Kim Elliott</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION SCHEDULE/TIMETABLE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Determine regional markets for satellite events, set dates, and secure facilities.</td>
<td>May 1, 2007</td>
<td>December, 2007</td>
<td>October and March University recruitment dates complete for fall 2007 and spring 2008.</td>
<td>Completed</td>
</tr>
<tr>
<td>b. Set date for on-campus recruiting event for prospective teachers.</td>
<td>May 1, 2007</td>
<td>August, 2007</td>
<td>Two events set for October and March. Assistant Director of Teacher Recruitment attended fall 2008 Cat Fair on August 19, 2008. He communicated with 20 students in a follow-up e-mail.</td>
<td>Completed August, 2008</td>
</tr>
<tr>
<td>f. Events are held.</td>
<td>Late May through</td>
<td>December, 2007</td>
<td>October 23, 2007</td>
<td>October 23, 2007</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>g. Teachers of Tomorrow High School Programming will be held each fall.</th>
<th>September or October annually</th>
<th>September or October annually</th>
<th>October 16, 2007; October 21, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>h. Teachers of Tomorrow Middle School Programming will be held each spring.</td>
<td>February or March annually</td>
<td>February or March annually</td>
<td>February 18, 2008; February 28, 2008</td>
</tr>
<tr>
<td>i. Reach to Teach High School Minority Recruitment Event will be held each spring.</td>
<td>March or April annually</td>
<td>March or April annually</td>
<td>April 11, 2008</td>
</tr>
</tbody>
</table>

**Responsibility:**
The Dean's Office of the College of Education and Allied Professions is responsible for event scheduling, content, and food-and-beverage and facilities arrangements. The Office of Undergraduate Admission provides logistical support, including invitation development and mailing.

**Evaluation/Control:**
Events are planned and held on campus and at select community college sites to serve the needs of prospective traditional-age freshmen, internal transfers, external transfers, and adult students.

**Initial Response to Evaluation Measures:**
This action is complete to date and ongoing.
14. Action Plan to Design a Special Recruitment Effort Targeted Towards Currently Enrolled Students

Key Strategy/Enabling Objective:
Many students enter the University without declaring a major. Others declare majors but may not have considered teaching as a career. Students in either of these categories are pools of potential teacher education candidates.

Description/Explanation:
An advising program will be established and implemented as early as new student orientation to encourage students to consider teaching as a profession. First- and second-year students will receive a series of emails containing key messages about teaching, with follow-up by students currently enrolled in teacher preparation programs.

This plan needs to be coordinated with Action Plans 4 and 7 and Qualitative Action Plan 4.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Jackie Smith, SUTEP Recruitment Committee and Registrar's Office Personnel for 14c</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Meet with representatives of the non-education colleges and the advising function within enrollment management to create the advising outreach program.</td>
<td>July 1, 2007</td>
<td>CEAP Leadership Council met and approved agenda item. Admissions and Educational Outreach have met.</td>
<td>May, 2008</td>
<td></td>
</tr>
<tr>
<td>b. Provide advisors and the dean's office of the non-education colleges with recruitment materials outlining teacher education programs at Western.</td>
<td>September 1, 2007</td>
<td>Brochures from education programs are in the process to be submitted to the Print Shop no later than February, 2008. Dr. Michael Dougherty has appointed an internal and external Advisory Board for the Office of Alternative Licensure. Janice Holt will chair and oversee this board.</td>
<td>May, 2008</td>
<td></td>
</tr>
<tr>
<td>c. Work with the Registrar's Office to obtain lists of current students who have not declared a major or who are currently</td>
<td>September 15, 2007</td>
<td>Alan Socha and Dr. Ray Barclay have provided undeclared majors list to CEAP for January, 2008 Semester.</td>
<td>December 20, 2007</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Develop plan for contacting students who take targeted courses such as EDCI 231, BK 250 and others to encourage to apply to teacher education and follow up.</td>
<td>September 15, 2007</td>
<td>Phone-a-thon initiative implemented. Campus socials implemented.</td>
<td>May, 2008</td>
</tr>
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</tr>
<tr>
<td>e.</td>
<td>Create email content from the Dean of the College of Education and Allied Professions.</td>
<td>September 15, 2007</td>
<td>Dean's e-mail content completed January 9, 2008. The sample e-mail will be shared at Leadership Council on January 11, 2008.</td>
<td>January 9, 2008</td>
</tr>
<tr>
<td>g.</td>
<td>Write script for telephone calls to prospective internal transfers from students currently enrolled in teacher preparation programs.</td>
<td>Late April through June 2007</td>
<td>Telephone scripts completed on January 18, 2008.</td>
<td>January 18, 2008</td>
</tr>
<tr>
<td>h.</td>
<td>Social for undeclared majors - social and information sharing SUTEP Recruitment Committee “Challenges and Joys of Teaching”</td>
<td></td>
<td>October and March information socials held at the University Center.</td>
<td>March, 2008, October 2008 and ongoing</td>
</tr>
</tbody>
</table>

**Responsibility:**
The Dean’s Office of the College of Education and Allied Professions and the Director of Special Programs/Teaching Fellows will work collaboratively with the Office of Undergraduate Admission, and deans of other colleges to design and implement the strategy.

**Evaluation/Control:**
Plan is developed and implemented.

**Initial Response to Evaluation Measures:**
This action is complete to date and ongoing.
15. Action Plan to Develop a Communication Plan for Parents of Traditional-Age Students on the Benefits of Pursuing the Teaching Profession

Key Strategy/Enabling Objective:
Parents have enormous influence on the career choices of their children, at least in the formative teenage years. Educating parents about the benefits of the teaching profession will lay the groundwork of propelling more college students into the field.

Description/Explanation:
A direct-mail brochure will be developed and mailed to all parents of accepted students who have not declared a major or who are planning to major in one of the arts and sciences. A direct-mail letter will be developed and mailed to the parents of all freshman and sophomore students to educate them on the benefits of a teaching career.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Alan Kines</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION SCHEDULE/TIMETABLE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>May 1, 2007</td>
<td>December, 2007</td>
<td>Department Heads and faculty in all teacher education programs will have brochures to Print Shop no later than February 29, 2008.</td>
<td>April, 2008</td>
</tr>
<tr>
<td>b.</td>
<td>June 1, 2007</td>
<td>June, 2008</td>
<td>ORE will assist Office of Admissions with mailings of brochures</td>
<td>May, 2008</td>
</tr>
<tr>
<td>d.</td>
<td>October 1, 2007</td>
<td>May, 2008</td>
<td>Task assigned to Office of Admission.</td>
<td></td>
</tr>
</tbody>
</table>

REVISED 09/17/2008
Responsibility:
The Dean's Office of the College of Education and Allied Professions will work collaboratively with the Office of Undergraduate Admission to design and mail the brochure to admitted students. The Dean's Office, working with the Registrar's Office, will draft and mail the letter to parents of freshman and sophomores.

Evaluation/Control:
The brochure and letter are mailed to the parents of admitted and currently enrolled students, respectively.

Initial Response to Evaluation Measures:
This action is complete and is final.
16. Action Plan to Integrate Alumni into Recruitment Activities

Key Strategy/Enabling Objective:
Alumni comprise another group of stakeholders who can wield significant influence on the college-selection process. An alumnus or alumna who is successful in the teaching profession serves as an example of the Colleges’ success.

Description/Explanation:
Alumni of the College of Education and Allied Professions will be identified for their potential strengths as volunteer recruiters. They will then be trained within the framework of the University’s emerging Alumni Admission Council. Alumni will then be used during recruitment and admission-yield activities.

<table>
<thead>
<tr>
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<th>Project Manager</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>$3,000</td>
<td>Alan Kines, Dr. Kim Elliott, and Marty Ramsey</td>
</tr>
</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

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<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Identify alumni of the College of Education and Allied Professions who have potential as effective volunteer recruiters for teacher education programs and formalize them as a group.</td>
<td>July 1, 2007</td>
<td>February, 2008</td>
<td>CEAP Department Heads met with Kim Elliott on October to discuss Alumni recruitment effort.</td>
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<tr>
<td>b.</td>
<td>Create specific training materials for alumni recruiting prospective students into teacher education programs. Include reporting mechanism for alumni to provide feedback about activities and refer students to the Office of Undergraduate Admission.</td>
<td>July 1, 2007</td>
<td>August, 2008</td>
<td>Discussion with Janice Holt continues concerning the utilization of retired teachers who are “e-mentoring” to assist with alumni recruitment of prospective teacher education students (11-19-07).</td>
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<tr>
<td>d.</td>
<td>Assign alumni volunteers to college fairs, high school visits, open houses, road tours, and other fall</td>
<td>September 1, 2007</td>
<td>September 27, 2007</td>
<td>The CEAP Representative will recruit at both WCU ON TOUR week long events.</td>
</tr>
</tbody>
</table>

**Responsibility:**
The Director of Alumni Affairs and the SUTEP Recruitment Committee will be responsible for developing a teacher education alumni recruiting group and facilitating their operations.

**Evaluation/Control:**
Alumni group formed and engages in teacher education recruitment activities.

**Initial Response to Evaluation Measures:**
This action is complete and is final.
17. Action Plan on Fast-Track Alternative Programs

Key Strategy/Enabling Objective:
Develop more fast-track options for adults in alternative programs of study.

Description/Explanation:
Use existing fast-track MAT options developed for NC TEACH as a model to develop others. Form a team to meet with higher enrollment/high need areas to develop fast-track options where there are none. Create awareness of fast-track options to stakeholders. Increase NC TEACH Online offerings. Increase online methods courses.

<table>
<thead>
<tr>
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<th>Project Manager</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>$10,000</td>
<td>Dr. Dale Carpenter, Janice Holt, Dr. Jacque Jacobs, and Dr. David Butcher</td>
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</tbody>
</table>

IMPLEMENTATION SCHEDULE/TIMETABLE

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<thead>
<tr>
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<th>Actual Completion Date</th>
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</thead>
<tbody>
<tr>
<td>c.</td>
<td>Target high need/high enrollment areas for fast-track development</td>
<td>July 1, 2007</td>
<td>February, 2008</td>
<td>WCU NC TEACH Office reviewed program plans for the 2006-2008 alternative entry students to identify key prerequisite courses. The following information was collected: course; number of students; location of students. “The Keys to Classroom Management – A Workshop for Lateral Entry Teachers” was held June 16, 2008 at WCU for NC TEACH teachers, beginning teachers, and alternative entry teachers.</td>
</tr>
<tr>
<td></td>
<td>Activity Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Status</td>
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<tr>
<td>e.</td>
<td>Meet with faculty in targeted areas to discuss fast-track options.</td>
<td>August 15, 2007</td>
<td>March, 2008</td>
<td>Discussed March 2008.</td>
</tr>
<tr>
<td>f.</td>
<td>Assist faculty to develop fast-track options in targeted areas.</td>
<td>September 15, 2007</td>
<td>April, 2008</td>
<td>In progress. &quot;The Keys to Classroom Management – A Workshop for Lateral Entry Teachers&quot; was held June 16, 2008 at WCU for NC TEACH teachers, beginning teachers, and alternative entry teachers. WCU faculty attended and assisted with this professional development.</td>
</tr>
<tr>
<td>i.</td>
<td>Implement fast-track options on targeted areas.</td>
<td>May 15, 2008</td>
<td>December, 2008</td>
<td>Janice Holt, Dale Carpenter, and Rachel Wike met on November 14, and November 26, 2007 to finalize procedures for tracking and monitoring CEAP licensure only candidates.</td>
</tr>
<tr>
<td>j.</td>
<td>Expand fast-track options to other areas.</td>
<td>September 1, 2008</td>
<td>April, 2009</td>
<td>On target</td>
</tr>
<tr>
<td>k.</td>
<td>Meet with faculty to expand NC TEACH Online.</td>
<td>-</td>
<td>December, 2007</td>
<td>On target</td>
</tr>
<tr>
<td>l.</td>
<td>Continue NC TEACH Online to include SPED, Middle Grades Math, High School Math, Middle Grades Science, High School Science</td>
<td>-</td>
<td>Spring, 2008</td>
<td>WCU NC TEACH Office reviewed program plans for the 2006-2008 alternative entry students to identify key prerequisite courses. The following information was collected: course; number of students; location of students. February 21, 2008,</td>
</tr>
</tbody>
</table>
m. Expand NC TEACH Online to include Middle and High School Social Studies, Middle and High School Language Arts

<table>
<thead>
<tr>
<th>Responsibility:</th>
<th>The associate dean of education is responsible for the development of fast-track options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation/Control:</td>
<td>Catalog and other materials showing available fast-track options and schedules.</td>
</tr>
<tr>
<td>Initial Response to Evaluation Measures:</td>
<td>This action is complete and is final.</td>
</tr>
</tbody>
</table>
18. Action Plan on Course Schedules for Working Adults

Key Strategy/Enabling Objective:
Ensure that course offerings meet the needs of working adults.

Description/Explanation:
Task department heads offering required courses in the teacher education program with planning a schedule that offers each required course at a time and/or format accessible to working adults at least once each two years.
Publicize the schedule to working adults.
Offer resources to allow courses to be delivered at accessible times and/or format.
Work with the Division of Educational Outreach to promote and support flexible strategies and instructional delivery options appropriate for adult learners.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Leadership Council Members</td>
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</table>

**IMPLEMENTATION SCHEDULE/TIMETABLE**

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<tr>
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<th>Progress</th>
<th>Actual Completion Date</th>
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</thead>
<tbody>
<tr>
<td>b.</td>
<td>Identify required teacher education courses.</td>
<td>June 1, 2007</td>
<td>WCU NC TEACH Office reviewed program plans for the 2006-2008 alternative entry students to identify key prerequisite courses. The following information was collected: course; number of students; location of students.</td>
<td>January 18, 2008</td>
</tr>
<tr>
<td>c.</td>
<td>Review which courses are already being offered at times and formats accessible to working adults.</td>
<td>June 1, 2007</td>
<td>WCU NC TEACH Office identified alternative licensure students contacted to ensure course completion after their program plan was developed. Courses reviewed in leadership council August 21, 2008.</td>
<td>January 31, 2008</td>
</tr>
<tr>
<td>d.</td>
<td>Identify courses that are not currently being delivered in accessible formats.</td>
<td>July 1, 2007</td>
<td>WCU NC TEACH Office reviewed program plans for the 2006-2008 alternative entry students to identify key prerequisite courses. The following information was collected: course; number of students; location of students.</td>
<td>January 31, 2008</td>
</tr>
</tbody>
</table>
Identify any obstacles to delivering required courses in accessible way.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2007</td>
<td>WCU NC TEACH Office identified alternative licensure students contacted to ensure course completion after their program plan was developed.</td>
</tr>
<tr>
<td>January 31, 2008</td>
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</table>

Plan to overcome obstacles including resource issues.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1, 2007</td>
<td>WCU NC TEACH Office determined location of alternative licensure students to assist with delivery method (online, distance, resident).</td>
</tr>
<tr>
<td>January 31, 2008</td>
<td></td>
</tr>
</tbody>
</table>

Develop three year plans to offer all required courses at accessible times and/or formats for working adults at least once every two years.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>September 15, 2007</td>
<td>On target</td>
</tr>
<tr>
<td>May, 2008</td>
<td></td>
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</tbody>
</table>

**Responsibility:**
Heads of departments offering teacher education courses will submit three year plan to the appropriate dean for required courses that offers each course at a time or format accessible to working adults at least once every two years.

**Evaluation/Control:**
Three year plans from each department with required courses offered at a time or format accessible to working adults at least once every two years on file in deans’ offices.

**Initial Response to Evaluation Measures:**
This action is complete to date and ongoing.
19. Action Plan to Develop Double Majors in Disciplines and Teacher Education

Key Strategy/Enabling Objective:
Encourage Arts and Sciences Departments involved in Teacher Education to develop double major programs with discipline and Teacher Education Components.

Description/Explanation:
This strategy will provide benefits to both discipline and education programs as students will major in both disciplines.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Dale Carpenter and Dr. David Butcher</td>
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IMPLEMENTATION SCHEDULE/TIMETABLE

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<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss the benefits of double major with Arts and Sciences</td>
<td>May 1, 2007</td>
<td>May 2008</td>
<td>On target Dr. Dale Carpenter, Renee Corbin (Director of Assessment, CEAP), Larry Hammer (Registrar), and Marlene Dills (Registrar’s Office) met to discuss majors in teacher education and coding issues. We discussed the BSEd in Social Sciences. Double degrees require at least 150 semester hours according to the catalog. We will continue to explore options with deans and Provost’s office regarding double majors to see if we can duplicate the Social Sciences model for English and Math and other areas but we need to know parameters.</td>
<td>On target</td>
</tr>
<tr>
<td>b. Discuss the benefits of double major with Arts and Sciences</td>
<td>May 1, 2007</td>
<td>May 2008</td>
<td>Dr. Dale Carpenter (Associate Dean, CEAP), Dr. David Butcher (Associate Dean, A&amp;S), and Dr.</td>
<td>May, 2008</td>
</tr>
</tbody>
</table>
Niall Michelsen (Associate Dean, A&S) met to discuss developing double majors in teacher education majors shared with Arts and Sciences. The focus was on the BSEd in Social Sciences where students must complete a double major. We looked at the enrolled students and major listings. We also read catalog copy about double majors and double degrees. In addition, we looked at transcripts of selected students. The conversation led to more questions than answers. We could not tell exactly what was being done other than students are taking required courses in history or political science that meet the major requirements in addition to the BSEd in Social Science.

Next steps are that Niall Michelsen is going to talk to the program coordinator about the requirements so they can be clarified.

c. Volunteer departments will be solicited to develop a trial program.  
   May 15, 2007          August 2008   On target  On target

d. Trial departments will develop the curriculum.  
   Summer, 2007          August 2008   On target  On target

e. Submit and carry program proposal through curriculum approval process.  
   September – November, 2007    August 2008   On target  On target

f. Begin program advertisement.  
   December, 2007            August 2008   On target  On target
g. Preliminary assessment of program. Based on assessment, more programs will be encouraged to participate.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit an IHE with double major program of study in place that WCU would like to replicate</td>
<td>Fall 2008</td>
<td>On target</td>
<td>On target for spring 2009.</td>
</tr>
</tbody>
</table>

**Responsibility:**
The Associate Dean of the College of Arts and Sciences and the Associate Dean of the College of Education and Allied Professions will manage this initiative.

**Evaluation/Control:**
Double majors will be in place.

**Initial Response to Evaluation Measures:**
This action is complete to date and ongoing.
20. Action Plan to Better Publicize Available Teacher Education Scholarships

Key Strategy/Enabling Objective:
The university will better publicize available scholarship resources for teacher education.

Description/Explanation:
This strategy will better publicize available scholarship resources for teacher education.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
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<tbody>
<tr>
<td></td>
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<td>Dr. Jackie Smith</td>
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**IMPLEMENTATION SCHEDULE/TIMETABLE**

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<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
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</thead>
<tbody>
<tr>
<td>a. Set up meeting with CEAP Director of Scholarships, financial aid staff, and Advising Center Staff to discuss teacher education incentives.</td>
<td>May 15, 2007</td>
<td>December, 2007</td>
<td>Initial meeting with Jackie Smith and Kim Elliott held 8/31/07. Kim Elliott and Phil Cauley met to discuss the number of graduate Invest in Teacher Scholarship. As of July 30, 2008 there are 86 WCU applicants and 70 recipients.</td>
<td>December, 2007</td>
</tr>
</tbody>
</table>

**Responsibility:**
CEAP Director of Scholarships and Director of Financial Aid.

**Evaluation/Control:**
This strategy will be evaluated by tracking scholarships awarded and available.

**Initial Response to Evaluation Measures:**
This action is complete to date and ongoing.
21. Action Plan for Increasing Funding for NC TIP

Key Strategy/Enabling Objective:
Increase funding for the North Carolina Teacher Incentive Program.

Description/Explanation:
This program allows in-state tuition rates for out-of-state students who pursue teacher education degrees. By expanding, we will increase the number of teachers we prepare.

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<tr>
<td></td>
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<td></td>
<td>Dr. Michael Dougherty</td>
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IMPLEMENTATION SCHEDULE/TIMETABLE

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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Consult with Provost regarding the number of NC TIP scholarships to request.</td>
<td>May 1, 2007</td>
<td>December, 2007</td>
<td>Report history-to-date to Tom McClure and Clifton Metcalf. They will request funding in May 2008.</td>
</tr>
<tr>
<td>b.</td>
<td>Write and submit to Chancellor's Office request for expansion budget.</td>
<td>During expansion budget request period</td>
<td>Dean Dougherty met with Tom McClure and Clifton Metcalf.</td>
<td>January, 2008</td>
</tr>
<tr>
<td>d.</td>
<td>Continue with Dale Brotherton as faculty sponsor for NC TIP.</td>
<td></td>
<td>On target</td>
<td>May, 2008</td>
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</table>

Responsibility:
The Dean of the College of Education and Allied Professions is responsible for submitting the budget request.

Evaluation/Control:
Western receives approval of requested dollars.

Initial Response to Evaluation Measures:
This action is complete to date and ongoing.
22. Action Plan to Develop Additional Teacher Education Scholarships

Key Strategy/Enabling Objective:
The university will develop additional scholarships for teacher education.

Description/Explanation:
This strategy will develop additional scholarships for teacher education.

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<thead>
<tr>
<th>Complexity (High or Low)</th>
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<th>Project Manager</th>
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<tr>
<td></td>
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<td></td>
<td>Dr. Jackie Smith and Alan Kines</td>
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IMPLEMENTATION SCHEDULE/TIMETABLE

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<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Set up meeting with CEAP Director of Scholarships and Advancement Office to discuss increasing teacher education scholarships.</td>
<td>May 15, 2007</td>
<td>December, 2007</td>
<td>Dr. Smith and Dr. Elliott met for recruitment scholarship updates. By July 1 annually a total count of scholarship applications and awards will be documented.</td>
<td>May, 2008</td>
</tr>
<tr>
<td>b. Develop plan to develop additional scholarships for teacher education utilizing the existing CEAP Development Priorities brochure.</td>
<td>June 15, 2007</td>
<td>January, 2008</td>
<td>Dr. John West and Kim Elliott discussed availability of Music Education and Art Education scholarships and the publicizing of current scholarships on January 10, 2008. Dr. West expressed a need for additional scholarships in Music and Art.</td>
<td>On target</td>
</tr>
</tbody>
</table>

Responsibility:
CEAP Director of Scholarships and Advancement Office.

Evaluation/Control:
New scholarships.

Initial Response to Evaluation Measures:
This action is complete to date and ongoing.
23. Action Plan to Develop Follow-Up for Licensure-Only and Alternative Licensure Candidates

Key Strategy/Enabling Objective:
The university will develop a tracking mechanism for licensure-only and alternative licensure candidates once they have received their course of study and develop related retention strategies to support these candidates.

Description/Explanation:
Activities will be designed to support and mentor students in the licensure-only and alternative licensure programs to enhance retention. A database of licensure-only and alternative licensure students will be created by NC TEACH and the Center for the Support of Beginning Teachers and Office of Alternative Licensure.

<table>
<thead>
<tr>
<th>Complexity (High or Low)</th>
<th>Time Sensitivity (High, Medium, Low Priority)</th>
<th>Cost</th>
<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium</td>
<td>High</td>
<td>$4,000</td>
<td>NC TEACH/CSBT Director</td>
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</table>

**IMPLEMENTATION SCHEDULE/TIMETABLE**

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<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
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</thead>
</table>
Responsibility:
NC TEACH and the Center for the Support of Beginning Teachers and Office of Alternative Licensure Director.

Evaluation/Control:
Assessment of database’s ability to track licensure-only and alternative licensure candidates will be controlled through the database entries. The retention strategies will be assessed through the number of contacts made related to retention activities with licensure-only candidates. These quantitative evaluations will be conducted by the Center for the Support of Beginning Teachers and Office of Alternative Licensure.

Initial Response to Evaluation Measures:
This action is complete and is final.
1. Qualitative Action Plan to Increase the Number of Minority Students in Teacher Education by Three Percent Annually

Key Strategy/Enabling Objective:
Increase minority representation among teacher education students by three percent annually.

Description/Explanation:
Diversity initiatives related to teacher education student recruitment need to be coordinated.

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<thead>
<tr>
<th>Complexity (High or Low)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Sandra Tonnsen, Chair of CEAP Diversity Committee and Jamel Anderson-Ruff, Curriculum Specialist for Diversity</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
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<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
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</thead>
<tbody>
<tr>
<td>b. Charge the SUTEP Recruitment Committee to develop initiatives to increase minority teacher education recruitment.</td>
<td>May 1, 2007</td>
<td>December, 2007</td>
<td>The recruitment committee co-chair met with the Curriculum Specialist for Diversity to discuss initiatives for minority teacher education recruitment. A video involving Teaching Fellows Students is in the planning stages. A website for the Curriculum Specialist for Diversity is in the process of being created. On this website there will be a place to engage students of underrepresented groups who are interested in teaching at Western. This site</td>
<td>August 27, 2007 Minority Initiatives Planned Completed May, 2008</td>
</tr>
</tbody>
</table>
Kim Elliott and Jamel Anderson-Ruff met 11-20-07 to discuss recruitment of minority high school students in five targeted high schools. The timeline for the recruitment initiative will be over a 10-day period in the months of February and March 2008. High Schools: Dudley High, Greensboro, NC; Hillside High, Durham, NC; E.E. Smith High, Fayetteville, NC; Rocky Mount High, Rocky Mount, NC; North Edgecombe High, Tarboro, NC. A budget for travel for this recruitment initiative is in development. A collaborative effort involving the College of Education and Allied Professions, Curriculum Specialist for Diversity Office, Office of Admission, and Office for Rural Education culminated in two weeks of minority high school recruitment. March 3 - 7, 2008: Weldon High School, Weldon, NC; Northampton County High School West, Gaston, NC; Northwest Halifax High School, Littleton, NC; Southeast Halifax High School, Whitakers, NC; Halifax Co School of Ecology, Whitakers, NC; Rocky Mount High School, Rocky Mount, NC; North Edgecombe
High School, Tarboro, NC; Seventy-First High School, Fayetteville, NC; EE Smith High School, Fayetteville, NC; Pine Forrest High School, Fayetteville, NC.

March 19-21, 2008: Hillside High School, Durham, NC; James B. Dudley High School, Greensboro, NC; Ben L. Smith High School, Greensboro, NC.

A total of 43 juniors and seniors from diverse backgrounds received information and provided their contact information and/or applied to Western Carolina University. Other freshmen, sophomores, and juniors received information and were recruited verbally for the future. In addition, public school counselor contacts were made. Students and counselors continue to call for follow-up on materials they received. On August 19, 2008 the Curriculum Specialist for Diversity, Department of Elementary and Middle Grades Education, CHILD, and the Assistant Director of Teacher Recruitment provided information about teacher education at two booths at the WCU Cat Fair. Nineteen students were contacted by the
Assistant Director of Teacher Recruitment and 21 students were contacted by the Curriculum Specialist for Diversity. On August 22, 2008 the Curriculum Specialist for Diversity attended the transfer student retreat hosted by the Office of Multicultural Affairs. This retention initiative focuses on African-American students who attend WCU. Each week, beginning August 21, 2008, the office of the Curriculum Specialist for Diversity sponsors a study hall that targets students from underrepresented groups. These sessions are held along with a student organization Alpha Phi Alpha Fraternity, Inc. and utilized the academic support of faculty from EMGE, J. Anderson-Ruff, and a Teaching Fellow's Student. Monday's from 6-8 in KL 320 and Thursdays from 6-8 in KL 126 students have a designated place in the Education Building to students and get help from students and faculty.

c. Charge the Diversity Committee to become involved in current efforts to recruit minority teacher education students including Reach to Teach.  

d. Work with the Director of Military Education in  
   | July 1, 2007 | February, 2008 | The WCU on Tour CEAP/ORE | May, 2008
<table>
<thead>
<tr>
<th>Educational Outreach to support recruitment of Troops to Teachers and Spouse to Teacher candidates.</th>
<th>Representative and the Military Education Director will meet and discuss recruitment during the Fall WCU on Tour Event. Janice Holt met with Charles Gross and the Troops to Teachers State Director, Doug Taggart on October 20, 2007. Military contacts through Mr. Gross are disseminated to Janice Holt for immediate contact. Kim Elliott and Scott Cook are registered for the WCU on Tour recruitment event September 22-26, 2008.</th>
</tr>
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<tbody>
<tr>
<td><strong>f.</strong> Develop relationships with the Career Center to ensure accurate, proactive presentation of teacher education opportunities.</td>
<td>July 1, 2007</td>
</tr>
<tr>
<td><strong>g.</strong> CEAP Dean and A&amp;S Dean submit an annual report to the Chancellor and Provost that lists collaborative activities related to teacher recruitment and responsibility for those activities. Retention</td>
<td>June 30 annually</td>
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initiatives are mentioned in the reports.

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<tr>
<td>h.</td>
<td>The Assistant Director of Teacher Recruitment and the Curriculum Specialist for Diversity will create a sustainability plan for recruitment in eastern North Carolina high schools. A contact tracking chart will be integrated with the Teacher Recruitment Plan Tracking Chart.</td>
<td>June 30 annually</td>
<td>June 30, 2008</td>
</tr>
</tbody>
</table>

**Responsibility:**
The Dean of the College of Education and Allied Professions is responsible for implementing this action plan.

**Evaluation/Control:**
The minority percentage of teacher education students will be tracked each year.

**Initial Response to Evaluation Measures:**
This action is complete to date and ongoing.
2. Qualitative Action Plan to Increase the Number of Students Enrolled in Alternative Pathways Programs by Three Percent Annually

Key Strategy/Enabling Objective:
Increase the number of students enrolled in alternative pathways programs by three percent annually.

Description/Explanation:
The number of alternative entry students is increasing statewide. There are opportunities for Western in this area.

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<tr>
<th>Complexity (High or Low)</th>
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<tr>
<td></td>
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<td></td>
<td>Dr. Dale Carpenter and Janice Holt</td>
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**IMPLEMENTATION SCHEDULE/TIMETABLE**

<table>
<thead>
<tr>
<th>Task: Create Alternative Pathways Advisory Board – The purpose of the Alternative Pathways Advisory Board is to support the mission of CEAP by:</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
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<tbody>
<tr>
<td>a. Suggesting collaborative solutions for increasing the number of students enrolled in alternative pathways programs.</td>
<td>May 1, 2007</td>
<td>December, 2007</td>
<td>Janice Holt has in place an NC TEACH and Center for Support of Beginning Teachers Advisory Board. She consults with them annually and on an as-needed basis.</td>
<td>May, 2008</td>
</tr>
<tr>
<td>b. Identifying funding sources to support alternative pathways programs.</td>
<td>May 15, 2007</td>
<td>December, 2007</td>
<td>NCT II provides a $3,000 stipend if teacher agrees to teach in high-need LEA for three years – priority for math, science, sped</td>
<td>May, 2008</td>
</tr>
<tr>
<td>d. Membership will be jointly appointed by the deans of education and arts and science.</td>
<td>May 15, 2007</td>
<td>December, 2007</td>
<td>On target</td>
<td>On target</td>
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</table>

**Task: Alternative pathways recruitment responsibilities**

<table>
<thead>
<tr>
<th>Task</th>
<th>Original</th>
<th>Revised</th>
<th>Progress</th>
<th>Actual</th>
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<tbody>
<tr>
<td>a. Serve as the primary contact for LEAs and Charter Schools and help ensure that they are familiar with program components</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>May, 2008</td>
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<tr>
<td>b.</td>
<td>Collaborate/integrate with existing alternative pathways programs – NC TEACH, NC TEACH II, NCMTEC.</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
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<tr>
<td>c.</td>
<td>Work with the Director of Military Education in Educational Outreach to support recruitment of Troops to Teachers and Spouse to Teacher candidates.</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Janice Holt, Charles Gross, and Doug Taggart met October 30, 2007. WCU is now added to NC List of IHEs that offer distance courses (per Doug Taggart). Janice Holt offers support to Spouses to Teachers and Troops to Teachers through the Center for the Support of Beginning Teachers and Office of Alternative Licensure.</td>
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<td>d.</td>
<td>Determine the high-need subject area vacancies for targeted LEAs and Charter Schools.</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>WCU education job fairs are attended each October and April by the Director of Rural Education and Teacher Recruitment, Director for the Support of Beginning Teachers and the CEAP Dean.</td>
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<td>e.</td>
<td>Serve as the primary contact and solicit applications from any prospective teacher focusing on the recruitment of the subject areas: Math, Science and Special Populations (and other licensure areas as identified by LEAs).</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>E-mail sent to Sharon Dole requesting recruitment initiative guidance (11-19-07). Scott Cook, Assistant Director of Teacher Recruitment, serves as the primary contact for teacher education recruitment. He receives inquiries from various sources and refers them to the appropriate department.</td>
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<tr>
<td>f.</td>
<td>Initiate contact with and solicit applications from current year lateral entry teachers currently placed in targeted LEAs.</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Fall 2007, Janice Holt visited 12 school systems and met with first year lateral entry teachers; new hires</td>
</tr>
</tbody>
</table>
and/or Charter Schools.

were contacted at the mid-year BT Induction Symposium January 25, 2008. In January, the NCT office mailed letters to all first-year lateral entry teachers in NCT II targeted LEAs.

g. Collaborate with RALC to maintain updated course lists for lateral entry teachers.

Ongoing | Ongoing | Ongoing | May, 2008

h. Disseminate promotional and application materials.

Ongoing | Ongoing | Ongoing | May, 2008

i. Collect and provide anecdotal evidence of the program’s success through individual participant, LEA and/or Charter School stories to be used on the WCU website and to be released to the press.

Ongoing | Ongoing | Ongoing | May, 2008

j. Task – Attend job WCU and regional job fairs

Ongoing | Ongoing | Attended 2 of 2 job fairs. WCU education job fairs are attended each October and April by the Director of Rural Education and Teacher Recruitment, Director for the Support of Beginning Teachers and the CEAP Dean. | May, 2008 October 28, 2008

Responsibility:
Dean, College of Education and Allied Professions

Evaluation/Control:
Enrollment evaluated annually. Number of students enrolled increase by three percent per year.

Initial Response to Evaluation Measures:
This action is complete to date and ongoing.
3. Qualitative Action Plan to Develop a Process for Tracking and Following up on Licensure-only Inquiries

Key Strategy/Enabling Objective:
Develop a process for tracking and following up on licensure-only inquiries.

Description/Explanation:
All licensure inquiries need to be logged and follow up procedures implemented.

<table>
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<tr>
<th>Complexity (High or Low)</th>
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<th>Project Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Dale Carpenter, Janice Holt and Rachel Wike</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION SCHEDULE/TIMETABLE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Original Projected Completion Date</th>
<th>Revised Target Date</th>
<th>Progress</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Licensure officer and Office of Admissions develop process for tracking licensure only requests.</td>
<td>June 1, 2007</td>
<td>January, 2008</td>
<td>Dale Carpenter, Janice Holt, Rachel Wike, and Alan Kines met on November 14 and November 26 to finalize procedures for tracking and monitoring all CEAP licensure only candidates.</td>
<td>May, 2008</td>
</tr>
<tr>
<td>c. Tracking mechanism is put into place.</td>
<td>July 1, 2007</td>
<td>February, 2008</td>
<td>Completed</td>
<td>Completed May, 2008</td>
</tr>
</tbody>
</table>

**Responsibility:**
Associate Dean, CEAP.

**Evaluation/Control:**
Tracking mechanism is in place and effects evaluated by associate dean of CEAP.

**Initial Response to Evaluation Measures:**
This action is complete to date and ongoing.
4. Qualitative Action Plan to Increase the Number of Inquiries from Prospective Students Regarding Math, Science, and Exceptional Children by Three Percent Annually

Key Strategy/Enabling Objective:
Increase the number of inquiries from prospective students regarding math, science, and exceptional children by three percent annually.

Description/Explanation:
The state of North Carolina has identified these areas as critical needs areas. Western needs to produce its share.

(This plan needs to be coordinated with Action Plans 4, 7 and 14.

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<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appropriate Department Heads and Dr. Elaine Franklin, Center for Math/Science Education and NCMSEN Pre-College</td>
</tr>
</tbody>
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IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task</th>
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<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Dean of Arts and Sciences and Dean of Education and Allied Professions develop a process for increasing inquiries.</td>
<td>May 1, 2007</td>
<td>December, 2007</td>
<td>Ongoing</td>
<td>On target</td>
</tr>
<tr>
<td>b. Appropriate dean discusses recruiting process with appropriate department heads and program directors.</td>
<td>May 8, 2007</td>
<td>December, 2007</td>
<td>CEAP Dean will include on Leadership Council Agenda at the January, 2008 meeting. Dr. Michael Dougherty and Kim Elliott discussed the internal transfer prospect database with Department Heads at the January 11, 2008 Leadership Council meeting. Sample e-mails were distributed and a discussion of contacts with students was held.</td>
<td>December, 2007</td>
</tr>
<tr>
<td>c. Department heads and program directors set goals and develop strategies for increasing the number of inquiries</td>
<td>June 1, 2007</td>
<td>June, 2008</td>
<td>E-mail and the phone recruit-a-thon were discussed at the January 11, 2008 Leadership Council</td>
<td>May, 2008</td>
</tr>
</tbody>
</table>
and develop a tracking mechanism.

meeting. Directors and faculty in the College of Education and Allied Professions participate in regional professional development that provides opportunities for teachers to recruit students into science education. The Western Region Science Fair provides for the direct recruitment of area high school students. Inquiries about science education are referred to the appropriate departments and centers.

d. Dean and Associate Dean of the College of Education and Allied Professions will collaborate with the community college academic vice presidents in the region to increase the number of math and science inquiries.

Dr. Dale Carpenter, CEAP; Dr. Betty Young, AB Tech; and Kenet Adamson, AB Tech are developing a virtual learning community grant through NCCCS which will promote institutions working together on a 2+2 transfer program in the math and science areas.

**Responsibility:**
Department heads and program directors in respective areas.

**Evaluation/Control:**
Number of inquiries tracked from prospective students represents three percent increase per year.

**Initial Response to Evaluation Measures:**
This action is complete to date and ongoing.
Priority recruitment activities within the Western Carolina University Teacher Education Enrollment Plan will be addressed in 2008-09. After examining the data in Appendices A and B, the Teacher Education Enrollment Planning Team and the Director of Teacher Recruitment used the data to prioritize the 2008-09 activities. The team has built upon the plan to include the retention of teacher education candidates. The recruitment and retention activities prioritized for engagement include the following:

- recruitment initiatives for diverse students (Qualitative action plans 1 and 4, Action plans 5, 8, 11, 12, 14, 15, 20, 22);
- consultation and collaboration with WCU program faculty to design and implement strategies to meet program specific (departmental) recruitment targets (Action Plan 14);
- community college / WCU recruitment initiatives (Action plans 5, 6, 8, 10, 11, 12, 15, 20 and 22); recruitment of students with undeclared majors at WCU involving strategies in Action plans 8, 10, 11, 12, 13, 20, 22, and Qualitative action plans 1 and 4;
- high school recruitment initiatives including strategies from Action plans 6, 8, 10, 12, 15, 20, 22 and Qualitative action plans 1 and 4; and
- alternative licensure candidate and second career professionals recruitment initiatives including strategies from Action plans 17, 18, 23, and Qualitative action plans 2 and 3.

The work plan for the Assistant Director of Teacher Recruitment follows this section (Section 5). The Western Carolina University Teacher Recruitment Plan impacts the number of teacher education candidates in the areas of traditional and alternative licensure and has a direct relationship to the WCU productivity goals.

One highlight of our activities includes the reinvention of our Teacher Cadet College Partnerships. The teacher recruitment team will build upon our existing partnerships, past successes, and programming to include the WCU Teaching Fellows Program. Teacher Cadet students will observe
university classes with a WCU Teaching Fellow serving as their mentor. This Teacher Cadet University Experience (TCUE) will provide the opportunity for high school students to experience university life on the campus of Western Carolina University. From the classroom to the cafeteria, to the interaction with Teaching Fellows, and to the comfort of knowing the location of buildings on campus, the high school students will become a savvy “university student”. Follow-up with Teacher Cadet Partnerships will include faculty visits to high school classrooms, Teaching Fellows presentations in high school classrooms, and technical support provided for Teacher Cadet high school teachers. A partnership focus group meeting to explore common goals and needs is in the planning stage.

In summary, the Western Carolina University Teacher Recruitment Plan focuses on both recruitment and retention activities. Through recruitment activities for high school students, community college students, and alternative entry candidates, Western Carolina University will realize the completion of the goals in the action plan tasks. Activities include the strategies for retaining students currently enrolled in teacher education programs. The retention of students has a direct impact on meeting production targets. As a university, we must continually monitor the retention of students in our programs. The greater number of students we retain equates to a fewer number of recruits required to meet the teacher production targets.

Western Carolina University would like to take this opportunity to gratefully acknowledge the additional funding for teacher recruitment and retention provided by the North Carolina General Assembly and the University of North Carolina General Administration. This funding makes possible the implementation of the Western Carolina University Teacher Education Enrollment Plan.
Assistant Director of Teacher Recruitment
Teacher Candidate Recruitment and Retention Work Plan

Revised 08/29/2008
Fall 2008/Spring 2009 Teacher Candidate Recruitment & Retention Plan:
Over the next decade, North Carolina school systems and charter schools will employ over 100,000 new teachers, with more than 12,500 new teachers employed annually in the state. Western Carolina University is a major player in addressing this new demand for quality, effective educators. The Western Carolina University Teacher Education Enrollment Plan provides the structure and tracking for recruitment initiatives. Specific targets, including supportive initiatives, are listed below and parallel the action plans in the Western Carolina University Teacher Education Enrollment Plan. Targeted populations include: community college transfer students, university undeclared majors, high school students, university declared majors, alternative licensure candidates, second-career professionals, and diverse students (to include males, and minority students).

I. WCU Production Target Initiatives (Action 14)
The Assistant Director of Teacher Recruitment (ADTR) will consult and collaborate with WCU program faculty in designing and implementing strategies to meet program-specific targets.

Recruitment:
A. ADTR will attend university classes to co-present selected topics with Western faculty.
B. ADTR will analyze student numbers by program to prioritize specific service.

Retention:
A. ADTR will attend methods courses and co-present with Western faculty.
B. ADTR will analyze student numbers by program to prioritize specific service.

II. Community College Recruitment Initiatives (Actions 5, 6, 8, 10, 11, 12, 15, 20, and 22)
One community college campus visit will occur on a weekly basis. This schedule will allow for each of our seven community college partners’ campuses and the ADTR to collaborate for recruitment at least once every two months. The expected target audience will be students enrolled in EDCI 231 as well as students working toward their AA degree who may be undecided as to their Bachelors Degree after transferring to Western Carolina University.

Recruitment:
A. The ADTR will host the Teacher Recruitment Information Booth in the commons areas to disseminate resources and materials.
B. The ADTR will maintain monthly email contact with community college liaisons to summarize the contact made for the month and to publish
future scheduled visits. This email will engage our community college partners in the Teacher Recruitment Plan.

C. The ADTR will plan and facilitate community college meetings / retreats in cooperation with the Office of Admission on the WCU campus and the community colleges.

D. The ADTR will liaison with community college Teacher Education Faculty and Career Offices.

E. The ADTR will collect and maintain e-mail, telephone, and postal mail contact information for prospective high schools students, AA and AS community college students, undeclared WCU students, and alternative licensure candidates. The Assistant Director for Teacher Recruitment will provide oversight for the Teacher Recruitment Phone-a-Thon which engages WCU students in phone calls to high school seniors.

F. The ADTR will update and maintain the contact section of the Teacher Recruitment website to provide feedback to prospective students, teachers, and others who request information.

G. The ADTR will provide information about scholarships for high school students, community college students, undeclared majors, and alternative licensure candidates. The Assistant Director of Teacher Recruitment will work collaboratively with the Financial Aid Office and the Office for Special Programs to distribute timely information.

H. The ADTR will manage and document the distribution of marketing materials. The data will be tracked using the Distribution of Materials Chart which includes date, location, and types of materials dispersed.

III. University Undeclared Majors (Action 8, 10, 11, 12, 13, 15, 20, 22, Qualitative Action 1, Qualitative Action 4)

Direct recruitment of undeclared majors will include strategies involving electronic and face-to-face marketing utilizing our WCU faculty.

**Recruitment:**

A. The ADTR will identify transfer students to maintain communication for recruitment and retention purposes.

B. The events, targeted for undeclared majors, will occur annually in October and March. The CEAP Dean’s Office, Center for the Support of Beginning Teachers and Office of Alternative Licensure, WCU Career Center, and Office for Rural Education will engage in information and dialogue sharing with undeclared majors.

C. The ADTR will collect and maintain e-mail, telephone, and postal mail contact information for prospective high schools students, AA and AS community college students, undeclared WCU students, and alternative licensure candidates. The ADTR will provide oversight for the Teacher Recruitment Phone-a-Thon.

D. The ADTR will update and maintain the contact section of the Teacher Recruitment website to provide feedback to prospective students, teachers, and others who request information.

E. The ADTR will provide information about scholarships for high school students, community college students, undeclared majors, and alternative
licensure candidates. The Assistant Director of Teacher Recruitment will work collaboratively with the Financial Aid Office and the Office for Special Programs to distribute timely information.

F. The ADTR will manage and document the distribution of marketing materials. The data will be tracked using the Distribution of Materials Chart which includes date, location, and types of materials dispersed.

**Retention:**
A. Maintain and increase current community college contacts.
B. The ADTR will help advertise for, organize, and schedule speakers for the Education Speakers’ Bureau to present at region high schools, community colleges, and the University. Additionally, the ADTR will facilitate presentations on requested topics as necessary.

**IV. High School Recruitment Initiatives (Actions 6, 8, 10, 11, 12, 15, 20, 22, Qualitative Action 1, and Qualitative Action 4)**

On-going weekly activities include a visit to a minimum of one high school campus (see attached Recruitment Agenda). The first appointments in each high school location are to be scheduled with the lead public school counselors to review points of contact protocol and suggested recruitment materials to bring for future visits based on the target audience in each school.

**Recruitment:**
A. The ADTR will assist in the planning and facilitation of the Middle and High School Teachers of Tomorrow Programs.
B. The ADTR will coordinate the Speakers Bureau utilizing WCU Faculty.
C. The ADTR will represent Western Carolina at College Fairs held at high schools within the 20 westernmost school systems of North Carolina and beyond. The Teacher Recruitment Information Booth will be used to disseminate resources and materials.
D. The ADTR will present the “So You Want to be a Teacher?” presentation to Future Teachers of America (FTA) organizations, Teacher Cadet class groups, and other applicable groups recommended by the public school counselor.
E. The ADTR will collect and maintain e-mail, telephone, and postal mail contact information for prospective high schools students, AA and AS community college students, undeclared WCU students, and alternative licensure candidates. The Assistant Director for Teacher Recruitment will provide oversight for the Teacher Recruitment Phone-a-Thon.
F. The ADTR will update and maintain the contact section of the Teacher Recruitment website to provide feedback to prospective students, teachers, and others who request information.
G. The ADTR will provide information about scholarships for high school students, community college students, undeclared majors, and alternative licensure candidates. The ADTR will work collaboratively with the Financial Aid Office and the Office for Special Programs to distribute timely information.
H. The ADTR will manage and document the distribution of marketing materials. The data will be tracked using the Distribution of Materials Chart which includes date, location, and types of materials dispersed.

I. The ADTR will collaborate with the Curriculum Specialist for Diversity to recruit in eastern North Carolina high schools.

**Retention:**
Maintain and increase current high school student contacts.

**V. University Declared Education Majors Retention Initiative (Actions 6, 7, 9, 10, 11, 12, 14, 15, 20, 21, 22, Qualitative Action 1 and Qualitative Action 4.)**
The ADTR will collaborate with WCU Faculty, the WCU Career Center, SUTEP, the Office for Field Experiences, the Center for the Support of Beginning Teachers and Office of Alternative Licensure, the Curriculum Specialist for Diversity’s Office, Teaching Fellows and Office of Special Programs, the WCU Reading Center, Center for Math and Science, the CEAP Office of Assessment, the Office of Admission, the Assistant to the Dean for Curriculum and Technology’s Office, Graduate School and Research, and the Office for Rural Education to assist in the retention of university education majors. This collaboration allows for a partnership to extend beyond the university into the arenas of teacher recruitment, hiring, induction, and professional development.

**Retention:**
A. The ADTR will attend the Teacher Education Career Fairs held each semester in cooperation with CEAP, the WCU Career Center, the WCU Office for Field Experiences, the College of Fine and Performing Arts, the College of Arts and Sciences, the Center for Support of Beginning Teachers and Office of Alternative Licensure, and the Office for Rural Education.
B. The ADTR will attend methods courses and co-present with Western faculty.
C. The ADTR will engage in on-going collaboration with the Director of Teaching Fellows in an effort to (1) involve current Teaching Fellows in the recruitment process to further engage prospective students and (2) assist with the Teacher Retention Plan. Direct activities with will consist of the facilitation of seminars to current Teaching Fellows on various topics, at the request of the Director of Teaching Fellows. The first seminar is scheduled for October 30, 2008 and is entitled “Teaching in a Diverse Classroom.”
D. The ADTR will help advertise for, organize, and schedule speakers for the Education Speakers’ Bureau to present at region high schools, community colleges, and the University. Additionally, the ADTR will facilitate presentations on requested topics as necessary.
E. The ADTR will organize, schedule and facilitate a “Public Educator Discussion Panel” to advise / support students on public school-related topics about the teaching profession.
F. The ADTR will analyze student numbers by program to prioritize specific service.
G. The ADTR will co-sponsor SNCAE (Student North Carolina Association of Educators) with a CEAP faculty member.
H. The ADTR will collaborate with CHILD, a WCU student organization.
I. The ADTR will present in EDCI 231 classes.
J. The ADTR will collaborate with the CEAP faculty on the “Smarter than a Fifth Grader” Project.
K. The ADTR will collaborate with WCU Project CARE and the Multi-Cultural Center.

VI. Alternative Licensure Candidates (Actions 17, 18, 23, Qualitative Action 2, and Qualitative Action 3)
The ADTR will collaborate with the Center for the Support of Beginning Teachers and Office of Alternative Licensure to target high-need enrollment areas for fast-track enrollment options. Current programs include MAT options, NC TEACH, and NC TEACH Online.

Recruitment:
A. The ADTR will assist with collaborative marketing events which are targeted for undeclared majors, which will occur annually in October and March. The CEAP Dean’s Office, Center for the Support of Beginning Teachers and Office of Alternative Licensure, WCU Career Center, and Office for Rural Education will engage in information and dialogue sharing with undeclared majors at marketing events.
B. The ADTR will collect and maintain e-mail, telephone, and postal mail contact information for prospective high schools students, AA and AS community college students, undeclared WCU students, and alternative licensure candidates. The Assistant Director for Teacher Recruitment will provide oversight for the Teacher Recruitment Phone-a-Thon.
C. The ADTR will update and maintain the contact section of the Teacher Recruitment website to provide feedback to prospective students, teachers, and others who request information.
D. The ADTR will provide information about scholarships for high school students, community college students, undeclared majors, and alternative licensure candidates. The Assistant Director of Teacher Recruitment will work collaboratively with the Financial Aid Office and the Office for Special Programs to distribute timely information.
E. The ADTR will manage and document the distribution of marketing materials. The data will be tracked using the Distribution of Materials Chart which includes date, location, and types of materials dispersed.
F. The ADTR will co-sponsor SNCAE with a CEAP faculty member.
G. The ADTR will collaborate with the CHILD student organization.
H. The ADTR will present in EDCI 231 classes.
I. The ADTR will collaborate with the CEAP faculty on the “Smarter than a Fifth Grader” Project.
J. The ADTR will collaborate with WCU Project CARE and the Multi-Cultural Center.
Retention:
A. The ADTR will help advertise for, organize, and schedule speakers for the Education Speakers’ Bureau to present at region high schools, community colleges, and the University. Additionally, the ADTR will facilitate presentations on requested topics as necessary.
B. The ADTR will organize, schedule and facilitate a “Public Educator Discussion Panel” to advise / support students on public school-related topics about the teaching profession.

VII. Initiatives for Career Professionals (Actions 8, 11, 12, 15, 17, 18, 20, 22, 23, Qualitative Action 2, and Qualitative Action 3)
The ADTR will collaborate with the Center for the Support of Beginning Teachers and Office of Alternative Licensure to target high-need enrollment areas for fast-track options. Current programs include MAT options, NC TEACH, and NC TEACH Online.

Recruitment:
A. The ADTR will assist with collaborative marketing events which are targeted for undeclared majors, which will occur annually in October and March. The CEAP Dean’s Office, Center for the Support of Beginning Teachers and Office of Alternative Licensure, WCU Career Center, and Office for Rural Education will engage in information and dialogue sharing with undeclared majors at these marketing events.
B. The ADTR will collect and maintain e-mail, telephone, and postal mail contact information for prospective high schools students, AA and AS community college students, undeclared WCU students, and alternative licensure candidates. The Assistant Director for Teacher Recruitment will provide oversight for the Teacher Recruitment Phone-a-Thon.
C. The ADTR will update and maintain the contact section of the Teacher Recruitment website to provide feedback to prospective students, teachers, and others who request information.
D. The ADTR will provide information about scholarships for high school students, community college students, undeclared majors, and alternative licensure candidates. The Assistant Director of Teacher Recruitment will work collaboratively with the Financial Aid Office and the Office for Special Programs to distribute timely information.
E. The ADTR will manage and document the distribution of marketing materials. The data will be tracked using the Distribution of Materials Chart which includes date, location, and types of materials dispersed.
F. The ADTR will co-sponsor SNCAE with the CEAP faculty member.
G. The ADTR will collaborate with the CHILD student organization.
H. The ADTR will present in EDCI 231 classes.
I. The ADTR will collaborate with the CEAP faculty on the “Smarter than a Fifth Grader” Project.
J. The ADTR will collaborate with WCU Project CARE and the Multi-Cultural Center.
Retention:
A. The ADTR will help advertise for, organize, and schedule speakers for the Education Speakers’ Bureau to present at region high schools, community colleges, and the University. Additionally, the ADTR will facilitate presentations on requested topics as necessary.
B. The ADTR will organize, schedule and facilitate a “Public Educator Discussion Panel” to advise / support students on public school-related topics about the teaching profession.

VIII. Recruitment Initiatives for Diverse Students (Qualitative Action 1, Actions 5, 8, 11, 12, 14, 15, 20, 22, and Qualitative Action 4)
The ADTR will collaborate with the Office of Admission, WCU Faculty, CEAP Diversity Committee, SUTEP Recruitment Committee and the Curriculum Specialist for Diversity’s Office to increase diversity initiatives related to Teacher Education Student Recruitment.

Recruitment:
A. ADTR will collaborate with the Curriculum Specialist for Diversity to recruit in eastern North Carolina high schools.
B. ADTR will participate in the WCU initiative “Experience Western”.
C. ADTR will participate in the SUTEP “Reach to Teach” initiative.
D. ADTR will participate in the “Fiesta Latina” for the Western NC Region.
E. ADTR will engage in on-going collaboration with the Director of Teaching Fellows in an effort to (1) involve current Teaching Fellows in the recruitment process to further engage prospective students and (2) assist with the Teacher Retention Plan. Direct activities with will consist of the facilitation of seminars to current Teaching Fellows on various topics, at the request of the Director of Teaching Fellows. The first seminar is scheduled October 30, 2008 and is entitled “Teaching in a Diverse Classroom.”
F. ADTR will participate in the Middle and High School “Teachers of Tomorrow” programs.
G. ADTR will coordinate the Speakers Bureau utilizing WCU Faculty.
H. ADTR will coordinate future recruitment visits and will present the “So You Want to be a Teacher?” presentation to FTA organizations, Teacher Cadet Classes, and other applicable groups recommended by the public school counselor.
I. ADTR will collect and maintain e-mail, telephone, and postal mail contact information for prospective high schools students, AA and AS community college students, undeclared WCU students, and alternative licensure candidates. The Assistant Director for Teacher Recruitment will provide oversight for the Teacher Recruitment Phone-a-Thon.
J. ADTR will update and maintain the contact section of the Teacher Recruitment website to provide feedback to prospective students, teachers, and others who request information.
K. ADTR will provide information about scholarships for high school students, community college students, undeclared majors, and alternative licensure candidates. The Assistant Director of Teacher Recruitment will
work collaboratively with the Financial Aid Office and the Office for Special Programs to distribute timely information.

L. ADTR will manage and document the distribution of marketing materials. The data will be tracked using the Distribution of Materials Chart which includes date, location, and types of materials dispersed.

**Retention:**

A. The ADTR will help advertise for, organize, and schedule speakers for the Education Speakers’ Bureau to present at region high schools, community colleges, and the University. Additionally, the ADTR will facilitate presentations on requested topics as necessary.

B. The ADTR will organize, schedule and facilitate a “Public Educator Discussion Panel” to advise / support students on public school-related topics about the teaching profession.
**ADTR’s Recruitment / Retention Events:**

- **WCU Cat Fair**  
  August 19, 2008
- **WCU On-Tour**  
  September 21-26, 2008
- **Fiesta Latina**  
  October 11, 2008
- **Teachers of Tomorrow**  
  October 21, 2008  
  (*High School*)
- **Teaching Fellows**  
  October 30, 2008
- **Seminar on Diversity**
- **Teachers of Tomorrow**  
  February 10, 2009  
  (*Middle School*)
- **Teacher Cadet Conference**  
  March 6 – 7, 2009
- **Assist w/Reach to Teach**  
  April 3, 2009

**The following Acronyms are used throughout this plan:**

- **WCU =** Western Carolina University
- **CEAP =** College of Education and Allied Professions
- **AA =** Associate of Arts
- **AS =** Associate of Science
- **ADTR =** Assistant Director for Teacher Education Recruitment
- **Project CARE =** Committed to African-American Retention in Education
- **SUTEP =** School University Teaching Educational Partnerships
- **MAT =** Master of Arts in Teaching
- **FTA =** Future Teachers of America
- **NC TEACH =** North Carolina Teachers of Excellence for All Children
- **SNCAE =** Student NC Association of Educators
- **CHILD =** Concerned Helpers in Learning Development
Goals and Initiatives of SUTEP Recruitment Subcommittee
2008-2009
<table>
<thead>
<tr>
<th>Subcommittee/Goals</th>
<th>Initiatives</th>
<th>Action Agent*</th>
<th>Performance Indicators</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provide consultative grant writing services for recruitment initiatives through the Office for Rural Education (ORE)</td>
<td>1. Contact LEAs 2. Collaborate in grants with LEAs</td>
<td>1. Recruitment Committee 2. Recruitment Committee</td>
<td>1. Number of LEAs contacted 2. Number of grant opportunities 3. Information about grants funded, funding amounts, and impact data from those project evaluations (as available)</td>
<td>1. As of September 30, 2008: a) ___ LEA Contacts b) 5 FTA partners c) 15 Teacher Cadet Partners 2. a) 3 ARC high school grants b) ___ Teacher Cadet grants 3. a) $67,500 ARC - $8,000 mini grants to 3 high schools b) Teacher Cadet – 15 partner schools</td>
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<td>B. Promote education as a career</td>
<td>1. Speak to university students, P-12 students, Teacher Cadet Programs, and community college students 2. Use media to inspire interest in education careers 3. Create “College Access Recruitment Day” – a day consists of teachers wearing their college t-shirts to school and discussing talking points focusing on promoting college and teaching.</td>
<td>1. Recruitment committee SUTEP Director 2. Recruitment Co-Chairs SUTEP Director</td>
<td>1. Number of contacts 2. Number of media events</td>
<td>1. a) 17 Speaker’s Bureau contacts for schools b) 125 Legislators’ School for Youth Leadership Development (LSYLD) students participated in recruitment activities 2. a) High School Teachers of Tomorrow b) Middle School Teachers of Tomorrow c) Teacher recruitment article – WCU Reporter 9/8/08 d) WCU on Tour September 22 – 26, 2008 560 – High School Students</td>
</tr>
<tr>
<td>Subcommittee/Goals</td>
<td>Initiatives</td>
<td>Action Agent*</td>
<td>Performance Indicators (Impact)</td>
<td>Results</td>
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<td><strong>C.</strong> Conduct programs on the WCU campus to recruit teachers</td>
<td>1. Host Teachers of Tomorrow for middle and high school students</td>
<td>1. ORE, Recruitment Committee, SUTEP Director, and Teaching Fellows</td>
<td>1. Number of participants and their evaluations of the event</td>
<td>1. High School Teachers of Tomorrow – October 21, 2008 – 259 students; 20 teachers; 7 presenters</td>
</tr>
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<td></td>
<td>2. Hold “Reach to Teach” primarily for minority middle and high school students</td>
<td>2. SUTEP, WCU Cherokee Office, Teaching Fellows, ORE</td>
<td>2. Number of participants and their evaluations of the event</td>
<td>Middle School Teachers of Tomorrow – February 10, 2009</td>
</tr>
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<td></td>
<td>3. Meet with undeclared WCU majors to encourage them to consider careers in education</td>
<td>3. Recruitment Committee and designated students and faculty</td>
<td>3. Number of contacts made and number of students recruited</td>
<td>Reach to Teach - April 3, 2009</td>
</tr>
<tr>
<td></td>
<td>4. Meet with area school counselors to assist students with careers in education</td>
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<td><strong>D.</strong> Serve as a resource to Personnel Directors in the region</td>
<td>1. Assist school systems with education recruitment initiatives</td>
<td>1. Recruitment Committee</td>
<td>1. Number of contacts</td>
<td>1. Survey of 230 NC Student Teachers conducted</td>
</tr>
<tr>
<td></td>
<td>2. Serve as a resource for Teacher Cadet advisors</td>
<td>2. ORE, SUTEP, WCU faculty and students</td>
<td>2. Number of contacts</td>
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<td></td>
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<td>2. 20 partnerships; 17 Speaker's Bureau presentations</td>
<td></td>
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</tbody>
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Appendices

Office for Rural Education
2005-06 Assessment
Survey Results

- Teachers of Tomorrow
- Legislators’ School for Youth Leadership Development
- Break by the Lake
Total of 126 students attended
106 evaluations submitted

<table>
<thead>
<tr>
<th></th>
<th>Not Useful</th>
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<th>Very Useful</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td>So You Want to be a Teacher</td>
<td></td>
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<td>and Just Teach</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>To be a High School Teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Days of Our Lives: Revisiting</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Middle School</td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td>Teaching Fellows/Scholarships</td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td>A, B, C, 1, 2, 3 – Teaching</td>
<td></td>
<td>1</td>
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<tr>
<td>PK – Grade</td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td>Teaching Elementary Schools</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Grades 3 – 5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How to Choose a College</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

What did you enjoy the MOST about Teachers of Tomorrow Day?
Getting to hear about experiences from other teachers
To hear what some different teachers have to say
The information about Teaching Fellows and how to get it – also, WCU involvement with the program
“To be a High School Teacher” was interesting, but the “Teaching Fellows/Scholarships” was very informative – I enjoyed both
I truly appreciated how hospitable and welcoming the facilitators were. The breakout sessions were fun and informative. It was a great experience.
Get to see what teaching is really about
Getting to enjoy the experiences and getting to know more about teaching
The experiences from all the classes
It was very informative
I enjoyed learning about teaching and what to expect
Hearing different stories from the other teachers
Hearing the other teacher’s stories about teaching
Doing the Tooty-Ta Dance. LOL
The tootie tah dance. Kathy’s class – that’s the grade I want to teach
When we all got to dance like the little kids in Ms. Williams’ class
Mrs. Williams – she just made everything interesting
It really allowed me to further explore all the aspects of teaching and has given me a lot of information
Just learning about different types of teaching – all of the teachers had good/bad qualities
The energy
Kim Corzine teaching high school – that was awesome
Janice Holt and the Middle School presentation
The information was most informative
Gave a lot of information
The enthusiasm about high school teaching
The Teaching Fellows program and Western
I enjoyed Kathy Williams the best. She was wonderful and very influential!
Breakfast, good info
Greta Freeman – she did a fantastic job reading the book – she was really captivating
Kathy Williams was very fun! She made us sing and do the tooty ta.
Breakfast, information
ABC – really gave you a brief idea about that grade level and didn’t drag on about pointless things
The “To be a High School Teacher” presentation
The song in A, B, C, 1, 2, 3 – Teaching PK…
Useful info., PK- grade
The people gave a lot of useful information and giving us the opportunity to choose our own places that we are interested in
Kim Corzine was great! She kept our attention in “To be a High School Teacher” Oh yeah, the food was good!
Kim Corzine – she was a captivating speaker and gave me a good feel for the social aspects of teaching high school.
Everybody was very nice and helpful! I enjoyed singing in the PK -2 class! She was very sweet! And fun!
I enjoyed Kathy Williams the best. She was wonderful, she made me feel at home – I really think that she has impacted tons of different students.
Kim Corzine interacted with us in a way that the other presentations did not.
I mostly enjoyed the “A Tooty Ta Song” and dance in Mrs. Williams’ session.
The tooty ta song with Mrs. Kathy Williams. She was very nice.
I enjoyed the teachers taking time to sit and tell us about the certain grades in school
The breakout sessions were great
Just hanging out w/some people w/the same passion as me
The singing and dancing in the session for PK- Grade… It was REALLY fun!!
The “To be a High School Teacher” and “Days of Our Lives: Revisiting Middle School”
“To be a High School Teacher” with Kim Corzine – fun
“A, B, C, 1, 2, 3 – Teaching PK – Grade”
The singing and dancing in PK- grade
Middle School Session
Breakout sessions
That it was laid back! I love not being rushed.
The high school session and the drawing in the middle school session
Learning the benefits and the rewarding experiences teachers can experience in their career
I have found out excellent information about teaching
All the presentations that I attended were enjoyable. I enjoyed Kathy Williams’ presentation. I learned that the younger grades (PK-2) are more than likely for me.
I enjoyed doing the activities that went along with the different sessions.
There was a lot of information presented to us which was very useful for me, especially the Teaching Fellows Scholarship.
The information I received from all the classes! The ABC…123 was very moving.
ABC…123
ABC…123
The singing and dancing
The presenters did a great job explaining things and were all very helpful and open to questions. So You Want to be a Teacher was informative. ABC…123 was very informative – great presenter. Teaching Elementary Schools was great and informative, smart & witty – this man is an awesome teacher and will go far in his career (respectable man).
Information and opportunities presented
Getting to see the school
The sessions
I enjoyed the session on PK-grade elementary ed. I had fun with the activities and it gave me even more passion.
I enjoyed the high school teaching session the most because the lady that spoke was very open and funny. It was a real joy.
I liked the Teaching Elementary School Grades 3-5. The teacher was nice and I learned more about life and how to act as a teacher.
Being able to interact with other students who want to be teachers
It seems that teaching would be a great job.
It was a chance to ask questions and learn about teaching
The slideshow and songs that Kathy Williams had in the PK-grade session
The dance in Teaching PK-grade with Kathy Williams
It was a chance to see the University and a chance to learn about teaching
Being able to learn from the other teacher’s experiences
It made me cry in the ABC…123 – Teaching PK-grade
Our conversation with Kim Corzine. She is an amazing person.
How much the teachers that were presenting actually cared (esp. Kim Corzine)
Kim Corzine’s presentation – she connected wonderfully – there were only four of us so we four connected
Teaching for PK-grade
The ABC…123 – teaching class
Kathy Williams was the most effective
Kathy Williams’ class and meeting new people
Liked the high school class – made me decide to go for high school teaching
The energy that Kim Corzine had and telling about personal experiences
I enjoyed the part about being a high school teacher, it was very interesting!
I enjoyed the enthusiasm of Kim Corzine’s presentation.
Kim Corzine was very enthusiastic and she showed me some of the joys of teaching.
Learning about the profession
To be a High School Teacher
I liked being able to question the teachers from each grade level
I liked how informative it was
The program was well formatted
Fun, enjoyable, easy to relate to and helpful
People with experience talking and sharing with us/answering questions and giving us their personal experience
Very helpful and informative
The overall speaker/audience relationship and interaction was superb, and the info was very useful for future questions and choices.
Going to Mrs. Williams’ class
Kathy Williams’ class

What would you change about Teachers of Tomorrow Day?
Have more activities and hands on stuff
Not just listening
Nothing
Nothing
Have more fun activities in the different stuff
More activities in the lessons
Nothing, it’s great
Nothing
Nothin’, it’s alright.
Making it longer for more info.
Make it longer.
The orange juice.
To just have more fun – but it was fun though.
That we get to go to all of the programs.
I would have liked to go to more of the sessions
More “hands on” teaching activities
More classes to attend
Nothing
Nothing
How the information is given
To have a class about Special Education b/c they have high school, middle, elementary but not Special Ed K-12
I would change the name and time!
Should last all day
I’m not sure
I really don’t know
Last longer
Days of Our Lives – they should give more information that you would to in the classroom as a teacher
Make some presentations more informative
You could give information about the different subjects like English, Algebra… make TOT a whole day long
More activities, less talking
More activities in the sessions and not just talking
Do more ice breakers or activities to wake us all up
A seminar on teaching special needs children would broaden the spectrum of teaching opportunities presented
Getting up so early to get here! The PowerPoint - just reading it straight off and giving us the booklet.
The name of this program – Teachers of Tomorrow Day doesn’t make any sense – change the time to a later time
Janice Holt didn’t explain much about middle school
Add more activities like in Kathy Williams’ session – make us get involved!
The things that were not hands on
I wouldn’t change anything
I wish I could have went to some of the other sessions
Maybe more activities for teachers who also want to be a coach
Nothing… the day was great!
Nothing
More activities
Longer times in breakouts. Overall excellent!
Nothing
That it was so short. I wish it was longer.
Nothing at all
I would have liked to go to more presentations
I would like to go to more of the sessions
I would have liked to went to more of the sessions, rather than just three
Nothing
Nothing
Make the students more involved instead of sitting the whole time
The day was great. The presenters did a wonderful job with their presentations; they were thorough, informative, and well planned.
More informative information about elementary education
Nothing
Maybe having the ability to go to more than three breakout sessions, since I wanted scholarship info., HS Ed info, and ALL elementary ed info
I would like to go to more sessions
The programs were informative but it would be nice to be able to go to more of them, it should be longer
Talk about music classes and have longer sessions in the future.
Bring in art teachers or something in other special classes
Give people more time at each presentation
Nothing
I would want more time with the stations
I didn’t feel like I got some good info from “So You Want to be a Teacher”
Absolutely nothing! But maybe have a presentation for special education.
Have a presentation on special education
More time in each class – a presentation on special education
Maybe… nothing, I thought it was well enough put together
More involvement in the seminars
Nothing
Nothing
Shorter classes so we can attend more
I would not change anything!
I wouldn’t change a thing!
I would get more Western students involved.
Make it around campus more
Allow for another class choice
I would like to be able to sit in on a class and watch college professors teach!
I think a tour of campus and free time would improve TOT day
I would like to sit in on a class and watch college professor
Discuss the University experience (two years) more. Have some current freshmen speak b/c they’d remember more clearly what surprised them.
Able to go to more sessions
More time in each presentation/seminar to ask questions on a more personal level with the presenter/teacher
More interactive and personal
I honestly have had a wonderful time today and think that this day was very well organized and thought out and I enjoyed my visit and will most likely choose WCU to fulfill my education needs.

Other Comments:
Good job!
Thank you for making this program available. I enjoyed my experience. Great job!
It was fun!
It was great all together
I’ll be back!
I love it here!
It would be good if more kids interacted/acted interested. It was really fun.
I had a great time and loved it.
Very cool. Thank you!
I also enjoyed Janice teaching about middle school
Very good. Let’s have it again next year – a little more involved
“How to Choose a College” was very informative and in depth. I was very pleased and I also learned a lot.
I also “loved” Josh Lynch and he was also very influential.
ABC…123 was great
“Teaching Elementary Schools” was done well!
It was very fun and a great experience
Had fun!
This was a great opportunity and I’ve learned a lot about how teachers need to act.
It was fun! It was very informative!
I like the breakout sessions
Josh Lyn was great. I hope he is here for the Teacher Cadets next year.
More enjoyable things would be cool instead of sitting and talking
I would like to thank the staff and volunteers on duty during TOT day. They were very helpful in directing us where to go!
I enjoyed coloring! Everyone did a wonderful job and I enjoyed it. Thank you!
Thanks!
Thanks for letting me come
Thanks for all the wonderful information
Teaching Fellows/Scholarships was very helpful
ABC…123 was great!
Good job and have a wonderful day!
It was so much fun! Keep the teachers.
No, except it was very fun, interesting, and it has helped me a lot.
A wonderful experience that was extremely informative and packed with useful knowledge
Very helpful
I really enjoyed the PK-grade session
I can’t wait to be a teacher!
Great! Thank you for having me. So much fun. I loved every program.
Great day! Thank you very much to everyone who made this possible.
Thank you for giving us this opportunity. We appreciate everything. Sharon Clark-RS Central
Thank you for the refreshments
I enjoyed the day, it was helpful and fun! Next year, it would be nice to have more scholarship info other than T.F.
I had a terrific time
This is a very informative program; it helped me to think more about which dept. I’d like to be involved in
Everyone was so nice and willing to help
I really loved this- it made me feel better about wanting to be a teacher
Today was awesome!
This was awesome!!
All presentations were awesome
I thought it was well enough put together
Very helpful – thank you for this
Very informative!!
These breakout sessions were excellent and very informative!
Longer breaks between sessions
I want to sit in on a class
I had fun
I know it would be difficult to arrange, but have kids go to a typical college class
Loved the salamanders
This has really helped me to narrow down my college decisions and my outlook on being a teacher.
Thank you!
Legislators’ School for Youth Leadership Development
2005 Program Report Card Summary
Survey Evaluation Summary

Sessions 1 and 2

1. What overall grade would you give to the entire program?
   - A – 64
   - B – 24
   - C – 0
   - D – 0
   - F – 0

2. List three experiences or activities that were most useful to you.
   - Cherokee Challenge – 75
   - M & M – 23
   - Meeting new friends – 16
   - The day it rained and we just “chilled” – 1
   - Road to Nowhere – 25
   - Dance Lessons – 10
   - Staying in dorms – 2
   - ALL the games (i.e., M&M, Butterfly, Blind Trust Walk, etc.) – 2
   - Butterfly – 27
   - Moonshadow – 31
   - Martial Arts – 2
   - Modules – 9
   - Talent Show – 4
   - Recreation – 20
   - Eating – 2
   - Field Day – 4
   - Ben Littell – 1
   - Ammons Sisters –3
   - Trips -4
   - Biltmore – 1
   - Honey, I love you but I just can’t smile – 2

3. List three experiences or activities that were most useful to you.
   - M&M – 61
   - Butterfly – 56
   - Modules – 37
   - Dance Lessons – 6
   - Martial Arts – 10
   - Cherokee Challenge – 40
   - Blind Trust Walk – 8
   - Road to Nowhere – 10
   - The “Have You Ever” Game – 2

121
Moonshadow – 12
Highs and Lows – 6
Activities that required team help – 4
Trips – 4
Speaking in front of others – 2
Recreation – 2
Talent Show – 2
Group discussions – 2

4. Would YOU attend a program like this again?
   Yes – 88
   No – 0

5. Would you recommend this summer program to a friend?
   Yes – 82
   No – 0

6. Did this program challenge you?
   Not at all – 0
   About right – 56
   Too Heavy – 0
   Tough, but Good – 32

If you were in charge of this program, what would you do to make it better?
   More trust in the students
   Different cell phone rule and better food
   Less circles, blindfolds, the food… no, it was just about right
   I would change the food and make it shorter than 2 weeks
   Not have class 3 days out of a week. Have a little bit more free time to hang with friends
   Less blindfold activities. Later lights out
   Two class days a week, more trips and free time
   Different “phone” rules
   The time you spend with the people
   More fun away activities, like riding down the Nantahala! Too much time in the classroom
   No Biltmore House trip… too boring
   Give more free time – that’s when I had the best time – also more rec. No Biltmore House!
   Food, lights out time
   Not wake up so early
   More recreation time
   Less class time, more trips and movies, more freedom
   Make more free time
   Change some of the activities in class
   Nothing, amazing, just as it is
   Use more realistic situations where you can lead a group
   Overall the activities here were fun and most useful. I don’t think I would change a thing
   Better food, start a little later in the morning, and have air conditioning
   Absolutely nothing, best program I’ve ever been to
   Food, food,
The food, M&M
Have more team-based activities. Change food. Less blindfolded activities
Less time in the classroom, food
The food, have air conditioning and less blindfolded activities
Make sure everyone has at least one activity together (classes, trips) to get to know each other
Change the high school schedule from the middle school schedule
Make class time more of a “module” than a “class”
Nothing
Change class a little bit. It got boring some days. Change food
Not make people walk so much
Get better food
I would make some parts of the classes a bit more interesting. I would also get better food than
  Brown Cafeteria
Change the food
More laundry time. Later time for lights out and the food (Brown)
No circles. Better food
The food
12 students did not make a comment in this section
2005 Break by the Lake

Morning Session – Positive Ways of Dealing with Bullying
(28 Total Evaluations Submitted)

(1) How do you rate this session?
- Excellent: 11
- Above Average: 11
- Average: 5
- Fair: 1
- Poor: 0

(2) How helpful will this information be in your work with students?
- Excellent: 13
- Somewhat Helpful: 14
- Not very helpful: 1

(3) How relevant was the topic to your work?
- Very Relevant: 22
- Relevant: 3
- Somewhat Relevant: 3
- Not Very Relevant: 0

(4) What is one thing you will use from this session?
- Handout – needs to be longer & more in-depth
- Listening is essential
- Handout on Positive Ways of Dealing with Bullying
- Excellent resources – really, really appreciated
- Handouts
- A good book recommended for bullying
- Pictures to share with K & to talk about
- That it’s necessary to have a school wide/community wide program
- Continue to work on bully proofing
- Some of the lists in the handout
- Good ideas on ways students can report bullying behavior
- Material for my kindergarten students about bullying
- Resource book and elementary pies for use w/young children
- Let us know about resources for bullying
- I’m finding The Bully Free Classroom & using it!
- Address the problem of teachers that are bullies or contribute to the continuation of bullying
- Getting teachers on board in anti-bullying program
- Pictures for use w/elementary students
- Handouts
### Afternoon Session - After the Crisis: Defusing and Debriefings
(26 Total Evaluations Submitted)

<table>
<thead>
<tr>
<th>(1) How do you rate this session?</th>
<th>(2) How helpful will this information be in your work with students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Above Average</td>
<td>Somewhat Helpful</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Average</td>
<td>Not very helpful</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
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<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) How relevant was the topic to your work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Relevant</td>
</tr>
<tr>
<td>19</td>
</tr>
<tr>
<td>Relevant</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Somewhat Relevant</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>Not Very Relevant</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4) What is one thing you will use from this session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>More work is needed in my school on crisis</td>
</tr>
<tr>
<td>Resources introduced will hopefully be added to my collection</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Debriefing process</td>
</tr>
<tr>
<td>Strategies and more!</td>
</tr>
<tr>
<td>Review of crisis issues and provided resources</td>
</tr>
<tr>
<td>Websites</td>
</tr>
<tr>
<td>The online resources</td>
</tr>
<tr>
<td>Resources available for crisis debriefing in school and community</td>
</tr>
<tr>
<td>Some of the books and websites</td>
</tr>
<tr>
<td>I wish the focus wasn't on a huge crisis like Katrina. I would like more info on intervention after a child's murder or suicide, or teacher death</td>
</tr>
<tr>
<td>Book reference</td>
</tr>
<tr>
<td>Make crisis cards, laminate for staff at school (need case study examples)</td>
</tr>
<tr>
<td>The SAEE-R model of Intervention</td>
</tr>
<tr>
<td>Love the handout and the resources</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Super resources! Dynamic illustrations… very useful &amp; helpful… thanks so much!</td>
</tr>
<tr>
<td>To get the training with Red Cross (ASAP), etc.</td>
</tr>
<tr>
<td>The resources offered were relevant and excellent</td>
</tr>
<tr>
<td>Techniques on debriefing/diffusing</td>
</tr>
<tr>
<td>Communicating techniques during debriefings</td>
</tr>
<tr>
<td>I have Katrina victims…</td>
</tr>
</tbody>
</table>
Morning Session – Childhood Diagnosis and Interventions that Work!
(44 Total Evaluations Submitted)

(1) How do you rate this session?
- Excellent: 11
- Above Average: 19
- Average: 11
- Fair: 3
- Poor: 0

(2) How helpful will this information be in your work with students?
- Excellent: 19
- Somewhat Helpful: 23
- Not very helpful: 2

(3) How relevant was the topic to your work?
- Very Relevant: 22
- Relevant: 20
- Somewhat Relevant: 0
- Not Very Relevant: 0

(4) What is one thing you will use from this session?
- Interventions for Obsessive Compulsion
- Classroom interventions
- Good global review
- Techniques
- Techniques for individual counseling
- Refresher of diagnosis
- The interventions
- Anger ball
- More copies
- Handouts
- Interventions
- Mood modulation and good handout
- Techniques
- Recognizing mental health issues
- Many of the activities are great – will try some!
- Hands on skills
- The checklists to help identify students with possible problems
- Techniques & interventions - less diagnosis – more practical intervention stuff
- The reminder of using thought stopping statements
- Will review series of techniques with staff/teacher at school
- New interventions to help parents deal with oppositional defiant & ADHD
- Info in recognizing disorders
- Continue to build up ideas
- Interventions to use in dealing with different disorders
- Give child more choices – techniques at end
- I will question the dx of Bipolar d/o for one of my kids & add to my play box!
- The anger ball – please send me handouts!
- Examples of props she used
- Classroom modifications & interventions page of handout
- Checklists and symptoms list
- Sharing w/parents ADHD untreated could possibly lead to ODD – careful not to get sucked into manic child’s emphoria
- Good examples of interventions for various diagnosis
- Handouts would have been nice but there were not enough
- How to help (specific) – I just wish she got to the specifics of what to do earlier!!
- Not enough hand outs
- Horizontal seating – handouts for everyone – great presenter – calm open to others contributions
Morning Session – Circling Around: Working with Today’s Youth through Native American-based Group Work
(18 Total Evaluations Submitted)

(1) How do you rate this session?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>16</td>
</tr>
<tr>
<td>Above Average</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>1</td>
</tr>
<tr>
<td>Fair</td>
<td>0</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
</tbody>
</table>

(2) How helpful will this information be in your work with students?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>16</td>
</tr>
<tr>
<td>Somewhat Helpful</td>
<td>2</td>
</tr>
<tr>
<td>Not very helpful</td>
<td>0</td>
</tr>
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</tbody>
</table>

(3) How relevant was the topic to your work?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Relevant</td>
<td>16</td>
</tr>
<tr>
<td>Relevant</td>
<td>2</td>
</tr>
<tr>
<td>Somewhat Relevant</td>
<td>0</td>
</tr>
<tr>
<td>Not Very Relevant</td>
<td>0</td>
</tr>
</tbody>
</table>

(4) What is one thing you will use from this session?

Unity circle exercises & centering
Renaming
This session met both personal & professional goals for me. I’ll use the group exercises in my work w/students. Improve relations with students on reservation & in restoring cultural methods
Very relevant to self-understanding/reflection as well – all of it! Activities for groups circle demonstration – empowering
The whole group process exercise will be useful in my work! Thanks Michael!
The different exercises
Strategies for group counseling w/children
Use the process in the circle as described in the handout
The group ideas
The NSEW and how it relates to where I am & where I "guide"
The many questions given to help children share their story and explore within themselves – thank you Michael!
Unity circle exercises
Renaming
The activities
Afternoon Session – Collaboration for School Mental Health Services
(10 Total Evaluations Submitted)

(1) How do you rate this session?
- Excellent: 4
- Above Average: 3
- Average: 2
- Fair: 1
- Poor: 0

(2) How helpful will this information be in your work with students?
- Excellent: 3
- Somewhat Helpful: 7
- Not very helpful: 0

(3) How relevant was the topic to your work?
- Very Relevant: 4
- Relevant: 3
- Somewhat Relevant: 2
- Not Very Relevant: 0

(4) What is one thing you will use from this session?
- Procedure for referral & coordination
- Awareness of school mental health services model – important information!
- Information about eligibility for day treatment
- Knowledge of process for CBS
- Everything! This is exactly what I needed!
- Confidentiality issues
- Coordination within my school & system wide
- Direction
Afternoon Session - Courageously Coping with Stress: Mindfulness, Mirth, & Movement  
(30 Total Evaluations Submitted)

<table>
<thead>
<tr>
<th>(1) How do you rate this session?</th>
<th>(2) How helpful will this information be in your work with students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Above Average</td>
<td>Some what Helpful</td>
</tr>
<tr>
<td>Average</td>
<td>Not very helpful</td>
</tr>
<tr>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) How relevant was the topic to your work?</th>
</tr>
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<tbody>
<tr>
<td>Very Relevant</td>
</tr>
<tr>
<td>Relevant</td>
</tr>
<tr>
<td>Somewhat Relevant</td>
</tr>
<tr>
<td>Not Very Relevant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4) What is one thing you will use from this session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loved the song; will use this in group</td>
</tr>
<tr>
<td>The exercises</td>
</tr>
<tr>
<td>Relax myself during stressful day</td>
</tr>
<tr>
<td>The song at the faculty meeting!</td>
</tr>
<tr>
<td>I will use techniques of mindfulness to help myself rejuvenate and to help students de-stress</td>
</tr>
<tr>
<td>Relaxation techniques</td>
</tr>
<tr>
<td>Relaxation techniques</td>
</tr>
<tr>
<td>Exercises</td>
</tr>
<tr>
<td>All of it!</td>
</tr>
<tr>
<td>The ideas! It was so energizing!</td>
</tr>
<tr>
<td>As a reminder; reinf. &amp; need of mindfulness – the couns. &amp; kids</td>
</tr>
<tr>
<td>The attack stance &amp; all the other exercises</td>
</tr>
<tr>
<td>Heart center – stress relief Huuh!</td>
</tr>
<tr>
<td>Taking care of myself</td>
</tr>
<tr>
<td>Thanks – fun!</td>
</tr>
<tr>
<td>Movement exercises</td>
</tr>
<tr>
<td>Mindfulness exercises</td>
</tr>
<tr>
<td>This will definitely help the helper!!</td>
</tr>
<tr>
<td>The focusing &amp; relaxation exercises on being mindful</td>
</tr>
<tr>
<td>Bowl activity</td>
</tr>
<tr>
<td>Breathing exercise (need handouts)</td>
</tr>
<tr>
<td>Natalie is a very enthusiastic presenter &amp; I hope to mirror this</td>
</tr>
<tr>
<td>Attack stance – Huh!! humor</td>
</tr>
</tbody>
</table>
Afternoon Session – Do the DIBELS!
(7 Total Evaluations Submitted)

<table>
<thead>
<tr>
<th>How do you rate this session?</th>
<th>How helpful will this information be in your work with students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Above Average</td>
<td>Somewhat Helpful</td>
</tr>
<tr>
<td>Average</td>
<td>Not very helpful</td>
</tr>
<tr>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
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</tbody>
</table>

(3) How relevant was the topic to your work?

<table>
<thead>
<tr>
<th>How relevant was the topic to your work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Relevant</td>
</tr>
<tr>
<td>Relevant</td>
</tr>
<tr>
<td>Somewhat Relevant</td>
</tr>
<tr>
<td>Not Very Relevant</td>
</tr>
</tbody>
</table>

(4) What is one thing you will use from this session?

- Determining how DIBELS are used in our system & sharing w/parents
- All of it!
- Use the games suggested w/my boys
- That we can really intervene and make a difference in a child's reading ability
- Supporting the use of DIBELS among staff
Afternoon Session – Homeless Students: The Growing Phenomena  
(19 Total Evaluations Submitted)

(1) How do you rate this session?  
Excellent: 9  
Above Average: 6  
Average: 4  
Fair: 0  
Poor: 0

(2) How helpful will this information be in your work with students?  
Excellent: 11  
Somewhat Helpful: 8  
Not very helpful: 0

(3) How relevant was the topic to your work?  
Very Relevant: 14  
Relevant: 4  
Somewhat Relevant: 1  
Not Very Relevant: 0

(4) What is one thing you will use from this session?  
Do more wk to understand $ for kids  
Seek to more readily identify homeless students  
Slides had a lot of info on each – better familiarity w/technology for ppt visual would have been more effective – felt like Anne didn't have good focused ideas on topic  
Forms, general awareness of policies/procedures, signals of homelessness  
Info/regs.  
Please be careful about going overtime!  
Phrase “youth in transition” (lessen stigma, more open to services)  
Sharing hand-outs w/administration  
Great Session! Everything was helpful – esp. the website  
Be aware, advocate, drop boundaries  
Possibly to figure out which of my drop-out risk kids are homeless  
Forms, procedures, order packet from .serve.  
Definition of homeless, info on how to help homeless students  
Great resources & handouts  
Awareness  
Thank you – detailed information about the McKinney Act  
The information that was given from the handouts
Morning Session – I’m OK, You’re OK – Teaching Empathy for Diversity Understanding
(20 Total Evaluations Submitted)

(1) How do you rate this session?  (2) How helpful will this information be in your work with students?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>15</td>
</tr>
<tr>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>Average</td>
<td>1</td>
</tr>
<tr>
<td>Fair</td>
<td>0</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>Excellent</td>
<td>17</td>
</tr>
<tr>
<td>Somewhat Helpful</td>
<td>3</td>
</tr>
<tr>
<td>Not very helpful</td>
<td>0</td>
</tr>
</tbody>
</table>

(3) How relevant was the topic to your work?

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Relevant</td>
<td>17</td>
</tr>
<tr>
<td>Relevant</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat Relevant</td>
<td>0</td>
</tr>
<tr>
<td>Not Very Relevant</td>
<td>0</td>
</tr>
</tbody>
</table>

(4) What is one thing you will use from this session?

Games
Loved the variety of activities
The birthday lineup activity w/high schoolers – probably not middle
Activities! Websites w/more materials! Resources!
Everything! Great activities for our faculty
Activities – especially the quiz
Websites w/lesson plans, some of activities that we did were very useful!
Hat activity, name game, birthday line up, iceberg
Hats
Birthday line-up to help people understand ESL students
The Birthday List activity
The handouts
Up, down, hat game
Activities, inertia
Awareness of stereotypes for teachers
Websites & “hands on” activities – this was great information!
I loved all the ideas for working with youth and staff
Morning Session – Middle School Mystique – Unmasking Adolescent Development
(16 Total Evaluations Submitted)

(1) How do you rate this session?
Excellent 6
Above Average 6
Average 3
Fair 0
Poor 0

(2) How helpful will this information be in your work with students?
Excellent 9
Somewhat Helpful 7
Not very helpful 0

(3) How relevant was the topic to your work?
Very Relevant 8
Relevant 8
Somewhat Relevant 0
Not Very Relevant 0

(4) What is one thing you will use from this session?
Understanding that certain behaviors are the result of brain activities and cannot always be controlled = more patience!
Realizing that kids sometimes can't help the way they act
Help parents understand brain development
Strategies that take advantage of...
I will pass this information along to the parent groups I work with
Include this as a workshop I am giving to parents
Utilize strategies for working with middle school students in counseling & classroom guidance
What teens don't use (coping strategies) will be lost!
Psychoed re:brain/learning
Make sure use classroom guidance w/processing & reflection from students
I will definitely use the information in working w/parents
Knowledge of the chemical changes in adolescent brains
Applying strategies of learning to sessions
Better understanding of what middle schoolers are experiencing
Overall Conference
(88 Total Evaluations Submitted)

(1) Overall, I rate today's conference as:
Excellent 33
Outstanding 30
Very Good 19
Good 4
Marginal 2
Unsatisfactory 0

(2) How helpful were the breakout sessions?
Very Helpful 45
Helpful 35
Somewhat Helpful 6
Not Very Helpful 1

(3) How relevant were the topics to your school setting?
Very Relevant 54
Relevant 30
Somewhat Relevant 3
Not Very Relevant 0

(4) What are some topics you would like to see covered next year?
Bullying again
I like those you come up with each year – maybe play therapy
Student Services
Diversity and empathy
More DSM
Creative activities, ropes course ideas to incorporate w/various populations of students
Foster children, Sexual Ed.
Creative Sessions
Writing as therapy
Cutting
Small groups – scheduling, planning
Interventions/strategies to use in individual & in classrooms with students with severe behavioral issues
Working w/adolescents w/mental health diagnoses
Consultation with teachers
How to help parents with hard students – resources & interventions
Retirement: Opportunities Beyond the Classroom (Office!)
504’s
More on poverty and engaging families experiencing this w/our economy
Testing anxiety in students
Chronic stressors that impact school performance (domestic violence, substance abuse, grief response) & the team response
An entire session devoted to interventions and techniques with elementary age

(4) What are some topics you would like to see covered next year? (continued)

Dealing with students who self-mutilate – being proactive with violence and substance abuse – crisis counseling with teen pregnancies – grief counseling

More high school stuff – how to get time in classrooms or for groups – fighting against EOC’s

Poverty

Panel concept of present issues/potpourri – sharing of resources for groups, classroom guidance, etc.

Working effectively w/administrators

Bipolar disorder, play therapy

Autism

Music and kids stories

More of same (1) Mental health issues (2) How to do more than humanly possible

Using music in counseling

I enjoyed focusing on taking care of myself. Keep that type of topic on the program.

I always enjoy experiential education, issues w/diversity, creative therapy

Drug education

More stress coping

Issues with resistance and violent/aggressive outlashes

Divorce/separation, grief

More specific focus on autism/aspergers

Session for brand new school counselors

Grief issues – group techniques (divorce/resp. (adolescent)), collaboration w/sch. Reps to meet std needs

(1) expressive arts (2) how to get started/transition to being a year school counselor (3) transition to kindergarten (4) getting your administrator(s) to see/understand dev. comprehensive counseling programs (5) poverty

Continue stress reduction

Aspergers/autism

More mediation programs (i.e. anti-bullying – similar)

Techniques to help children from dysfunctional families

Self mutilation, eating disorders

Just similar ones

How to communicate needs to administrators, particularly how to encourage more time for counseling and less “other” duties

(5) Who are some possible speakers in this region of the state you would recommend as presenters? Please include name, school system or agency and county.

Michael Garrett again! Someone w/substance abuse/addiction specialty working with students.

Paul Jones – Music

Wendy Logan

Dr. Dearing – Psychologist – Hendersonville – Henderson Co.

Trish Williams – Grief Counselor – Hospice – Henderson Co.

Ruby Payne

Paul Jones – student WCU is presenting to ACA – should do it here next year

Russ Curtis

Buck Tanner, Kimberly Bell

Bill McCullough, Cleveland Co. Schools
Wendy Logan, North Windy Ridge School, Buncombe Co.

(6) Please provide any other comments you would like to add that would be meaningful to the planning committee.
It is still a wonderful & relaxing place to come each year. It is hard to improve on perfection! Keep it up!
More activities/exercises within breakout sessions
Good job today – thank you for the attention to detail
Handouts! Make all sessions handouts available.
I enjoy the relaxed atmosphere and slow pace of conference. Thank you!
What agencies are available in Buncombe County for adolescent counseling
Not going to say much but I enjoyed the setting and the “break”, but I don’t think I learned anything meaningful. Sorry.
Provide note paper for participants
Nice set up for refreshments – good; nice certificates; fewer door prizes – not as much excitement w/the fewer times drawn – the ones were great which we had
The food made me sick again. Yes I’ve already run to the bathroom! Main dishes were cold (pasta - cheese was not even melted!) How can we get people through lunch line faster to ↓ amount of time spent in lines?
Thank you!
Greatly enjoyed it!
Thank you!
Thanks!
Thanks!
Any way to have more breakout sessions?
The setting and the pace was beautiful & relaxing
I’m glad you use local people for your conference
Thank you
Counselors must deal with many extreme situations – most need practical ideas and information
This is my third BBTL conference and I always find the information helpful. However, the sense of community, support, and connectedness is what keeps me coming back.
Great job!
Stress to presenters – focus on specific “what to do” more than theory, characteristics, etc.
Thanks for all your hard work in making this a terrific conference!
This was my first trip – I loved it – it’s beautiful here and I learned a lot. Thanks so much!
Handouts are a must for every participants
Please provide a map of classroom locations – thank you
I really appreciate the validation I get here. Often I feel like my job (school counselor) is not fully appreciated or not deemed as important as other jobs in the schools. It’s nice to be around people who understand how much I do and how hard I work.
Great range of programs this year – good middle school info!
Thank you!
Appendices

Office for Rural Education
2006 - 07 Assessment

Survey Results

- Legislators’ School for Youth Leadership Development
- Break by the Lake
- Student College Access Empowerment for Public School Counselors
- Teachers of Tomorrow
- Rural Urban Exchange
- 2007 NC College Access Conference
2006 Students’ Evaluation Report Card
Legislators' School for Youth Leadership Development
Session 1
35 students attended

1. What overall grade would you give to the entire program?
   A 30
   B 5
   C
   D
   F

2. List three experiences or activities that were most fun.
   Cherokee Challenge 25
   Moonshadow 23
   Butterfly Activity 14
   M & M Activity 10
   Swimming 6
   Maze 4
   Mafia 3
   Soccer 3
   Blind Trust Walk 2
   Dorm Activities 2
   Meeting New People and friends 2
   Recreation 2
   Basketball 1
   Field Trips 1
   I believe 1
   Learning and having fun activities 1
   Magic Notes 1
   Movie Night 1
   Stump Jumping 1
   Talking to Lydia 1
   The Fun Activities (Games) 1
   The scavenger Hunt at Moonshadow 1
   Toxic Waste Project 1

3. List three experiences or activities that were most useful to you.
   Cherokee Challenge 17
   M & M 17
   Butterfly 15
   Moonshadow 14
   Blind Trust Walk 7
   Modules 7
   Service Extravaganza 3
   Stump Jumping 3
   Survival Activities (Blizzard) 3
   Donation Relocation 2
Having Fun 2
Making Friends 2
Maze 2
Communicating with Group 1
Courage 1
Creative Leadership 1
Family Group 1
Group Activities 1
I Believe 1
Learning to work as a team 1
LSYLD 1
Magic Notes 1
Meeting Everybody 1
Recreation 1
Respect 1
Responsibility 1
Toxic Waste Activity 1

4. Would YOU attend a program like this again?
   Yes  35
   No  -0-

5. Would you recommend this summer program to a friend?
   Yes  35
   No  -0-

6. Did this program challenge you?
   Not at all  -0-
   Too heavy  -0-
   About right  10
   Tough, but good  25

If you were in charge of this program, what would you do to make it better?
Absolutely nothing. 9
Everything excellent!!!! 1
Make it longer 6
Better food 5
No comments. 4
Have a longer sleeping time. 3
More Recreation 3
More time to socialize 2
Shower Schedule 2
Continue to do the same things. Let us go to the dorms when we first get here and contact parents if people get seriously hurt.1
I would do less name games 1
I would do more group activities.1
More free time—less blind time 1
Not so strict about lights out, etc.1
2006 Students’ Evaluation Report Card
Legislators’ School for Youth Leadership Development
Session 2
39 students attended

1. What overall grade would you give to the entire program?
   A  28
   B  11
   C
   D
   F

2. List three experiences or activities that were most fun.
   Cherokee Challenge 29
   Moonshadow 27
   M & M Activity 19
   Butterfly Activity 14
   Spoons 5
   Swimming 5
   Recreation 4
   Talking with people/living in the dorm 4
   Blind Trust Walk 3
   Meeting people 3
   Tower Exercise 3
   Counselors that made it fun 2
   Magic notes 2
   Basketball 1
   Coming here 1
   Donation Relocation 1
   Soccer 1
   Stump Jump 1

3. List three experiences or activities that were most useful to you.
   M & M 28
   Butterfly 25
   Cherokee Challenge 18
   Moonshadow 15
   Service Extravaganza 12
   Blind Trust Walk 5
   Tower Exercise 5
   Modules 3
   Blizzard Activity 2
   Discussion/s 2
   Interaction 2
   Admissions Talk 1
   Living in dorm 1
   Magic notes 1
   Meeting people 1
4. Would YOU attend a program like this again?
   Yes  39  
   No   -0-

5. Would you recommend this summer program to a friend?
   Yes  39  
   No   -0-

6. Did this program challenge you?
   Not at all  -0-
   Too heavy  -0-
   About right  18  
   Tough, but good  21

If you were in charge of this program, what would you do to make it better?

Make it (longer) two weeks again! 22
Better food 6
A little more down time 2
Better eating time 2
Later bedtime and later wake up calls 2
More recreation 2
No comment 2
Nothing 2
Better activities for rainy days 1
Counselors need to loosen up! 1
Different café 1
Give us more time to get to know everyone in the beginning 1
Have a board game night 1
I would do more activities like the Butterfly Activity and Diversity Activity. Those activities help us find out more about ourselves and others. 1
I would give the kids more time to just hang out w/one another to get to know each other. 1
I would make sure that there were equal amount of guys to girls. 1
Less stupid games 1
Less walking 1
More Co Ed. 1
More meaningful activities 1
More outdoor activities 1
More teamwork activities 1
2006 Break by the Lake
Morning Session – Adolescents and Self Harm: Causes, Treatment: How Schools can Intervene
(40 Total Evaluations Submitted)

(1) How do you rate this session?

Excellent 19
Above Average 15
Average 4
Fair 0
Poor 0

(2) How helpful will this information be in your work with students?

Excellent 27
Somewhat Helpful 11
Not very helpful 0

(3) How relevant was the topic to your work?

Very Relevant 31
Relevant 5
Somewhat Relevant 3
Not Very Relevant

(4) What is one thing you will use from this session?

Ways to treat self mutilating behavior, i.e.: teaching cognitive and behavioral strategies
Knowing how to approach the student about self harm
More aware
Knowledge of signs and symptoms will help me be aware of when this is happening
Give yourself 5 minutes, do something else, then decide if you still want to do it
Information was extremely relevant to my school setting
Understand the many reasons why kids self harm
Good suggestions for parents dealing with child’s self-harm issues
What to look for and how to help with cutting behaviors
Questionnaire – share info w/colleagues (good info)
The handout
To look for the different kinds of self mutilation – all must be treated, even the public ones
Suggestions about informing the parents
I will share the information with my colleagues
Information for teachers and parents to educate
I need to pay more attention to the ways kids are dressing to cover up possibly and those refusing to dress out in PE
Lots of it!! Holly was outstanding! Knowledgeable, transparent, approachable, down to earth, insightful, and great suggestions
Handout for educating other staff
Suggestions for how to work with students and parents
General info – did not know much self-harm
When to be very concerned and not to
Different strategies between trends and private cutting
Just to know what it is and how to recognize symptoms
It is appropriate to break confidentiality even if student is not going to commit suicide and talk to the parents and administration
I so appreciated Holly making this relative to schools!!!
The questions given to ask students about their self-mutilation and possibly the attached article to normalize
The questions to ask the student who is self-harming are very helpful
Speaking to parents and what they can do
How to tell parents about cutting
Questions to ask those who are cutting
Ice cube
Learning to better understand the reasons why kids cut
Five minute pause suggestion
Tips on how to talk to parents
Morning Session – Chronic Student Stressors
(22 Total Evaluations Submitted)

(1) How do you rate this session?
Excellent 16
Above Average 4
Average 2
Fair 0
Poor 0

(2) How helpful will this information be in your work with students?
Excellent 19
Somewhat Helpful 3
Not very helpful 0

(3) How relevant was the topic to your work?
Very Relevant 17
Relevant 2
Somewhat Relevant 2
Not Very Relevant

(4) What is one thing you will use from this session?
Handouts – excellent
Putting stressors in categories
Managing chronic stress form
Idea for working with kids that under pressure
Handouts
The diagram for helping kids w/stressors
Managing chronic stress form – consequence grid – loved the visual w/Carl and education
The handouts are a great way to help students “lay it all out there”
Worksheets – ID Stressors and Consequence grid
I like the consequence grid
Empower student rather help student feel empowered
Try to pick out all of the positives that students/teachers do and pay them compliments – find the strings
I can use everything that I received from this session
Handouts, visual w/Carl at beginning
Have students “see” their own strengths/weaknesses
I will use many of the handouts – sharing with my counselors in our county – I’m currently counseling a child with multiple stressors
Visual ideas/worksheets to identify stressors and decision making
I’ll use it all – but especially the ID Stressors, support people goals “Managing Chronic Stress”
Make it concrete!
Consequences Grid
Stress identifier sheet, consequence sheet, “education and young Carl” w/teachers on workday
### Morning Session – Collaboration and Consultation with Mental Health Providers
(4 Total Evaluations Submitted)

<table>
<thead>
<tr>
<th>(1) How do you rate this session?</th>
<th>(2) How helpful will this information be in your work with students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Above Average</td>
<td>Somewhat Helpful</td>
</tr>
<tr>
<td>Average</td>
<td>Not very helpful</td>
</tr>
<tr>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) How relevant was the topic to your work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Relevant</td>
</tr>
<tr>
<td>Relevant</td>
</tr>
<tr>
<td>Somewhat Relevant</td>
</tr>
<tr>
<td>Not Very Relevant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4) What is one thing you will use from this session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New resources in Henderson County, communicate changes to principal to plan services for rest of year</td>
</tr>
<tr>
<td>Referral services</td>
</tr>
<tr>
<td>Resources for referral and internship</td>
</tr>
</tbody>
</table>
Afternoon Session - Expressive Arts for Grief and Loss Issues
(23 Total Evaluations Submitted)

(1) How do you rate this session?
Excellent 13
Above Average 6
Average 1
Fair 1
Poor 0

(2) How helpful will this information be in your work with students?
Excellent 17
Somewhat Helpful 3
Not very helpful 1

(3) How relevant was the topic to your work?
Very Relevant 17
Relevant 2
Somewhat Relevant 1
Not Very Relevant 0

(4) What is one thing you will use from this session?
- Hands on activities
- Using a few activities w/students in groups (i.e. worry dolls)
- I plan to use expressive arts regularly in my practice
- Handouts, aroma, mandala, websites, story
- The hands on activity
- Availage resources
- All of the activities presented – the presenter was wonderful
- Activities to get children to open up
- Topic is relevant but was not well presented – presenter not organized; very slow paced
- Small sand tray, collage, scents
- All the resources, activities, grounding techniques
- Wish we had more time to learn from you
- Write the likes to self
- Activities, websites and books to use for grief
- Almost everything – Wonderful – Thank you for sharing your heart – Your prices are excellent comparatively
- Handouts and various activities
- The image to the plate idea; scented candles
- Book list and creative ideas
Morning Session – “I didn’t have a role model”; First Generation College Students
(6 Total Evaluations Submitted)

(1) How do you rate this session?
Excellent: 5
Above Average: 1
Average: 0
Fair: 0
Poor: 0

(2) How helpful will this information be in your work with students?
Excellent: 6
Somewhat Helpful: 0
Not very helpful: 0

(3) How relevant was the topic to your work?
Very Relevant: 5
Relevant: 0
Somewhat Relevant: 0
Not Very Relevant: 0

(4) What is one thing you will use from this session?
Info about websites and programs
Parental involvement
Knowing that such diverse programs exist for extra help towards those who have less idea of what to do towards college/career planning
Going through the five steps for college entrance with students and parents
The knowledge I “gleaned” about starting education plans for middle school children
### Afternoon Session - Could’a, Shoud’a, Wouda: Helpful Hints for Your First Year
(7 Total Evaluations Submitted)

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) How do you rate this session?</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Above Average</td>
<td>3</td>
</tr>
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<tr>
<td></td>
<td>Fair</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>(2) How helpful will this information be in your work with students?</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Somewhat Helpful</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Not very helpful</td>
<td>0</td>
</tr>
<tr>
<td>(3) How relevant was the topic to your work?</td>
<td>Very Relevant</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Relevant</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Somewhat Relevant</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Not Very Relevant</td>
<td>0</td>
</tr>
<tr>
<td>(4) What is one thing you will use from this session?</td>
<td>Everything – games, books, advice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources and helpful hints to use in/at your school</td>
<td></td>
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<tr>
<td></td>
<td>Resources from Things You Love and Use</td>
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<tr>
<td></td>
<td>Tips on books, activities, games, etc.</td>
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<td></td>
<td>Peer consultation is the best way to learn! Thanks Emily and Kimberly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources or handout</td>
<td></td>
</tr>
</tbody>
</table>
Afternoon Session - “Just Kidding”: Relational Aggression and Ways to Help
(32 Total Evaluations Submitted)

(1) How do you rate this session?  (2) How helpful will this information be in your work with students?
Excellent 18 Excellent 22
Above Average 8 Somewhat Helpful 9
Average 5 Not very helpful 1
Fair 1
Poor 0

(3) How relevant was the topic to your work?
Very Relevant 26
Relevant 6
Somewhat Relevant 0
Not Very Relevant 0

(4) What is one thing you will use from this session?
AV material mentioned
Give each student card and have each one write their version of what the problem is
Respect lessons
Resources cited
Group activities for grade girls
Techniques for dealing with girls who are verbally bullying
Lots of info – could have used more depth of topics
Strategies to use with girls who are engaging in relational aggression
I will be more able to confront passive/aggressive bullying
Classroom guidance lesson idea
The idea of having a “conference” group of kids write down their problems with each other before they speak
Good ideas for classroom guidance!
Faculty awareness
Family feud
The writing of conflict on index card, and the angel card ideas/strategies
Clips from movies and books
Resources were excellent
Resources and strategies
Resources
Various insights – Beth had some very good input
To help educate staff that Relational Aggression must be treated as physical abuse – not to ignore
This is such an important topic for us to share ideas – great resources – thank you for the info. – third person idea for bringing up discussion
Strive to do a service/learning program
## Morning Session – The Counseling Commercial: Selling Your Program in Creative Ways
(13 Total Evaluations Submitted)

### (1) How do you rate this session?
- Excellent: 9
- Above Average: 3
- Average: 1
- Fair: 0
- Poor: 0

### (2) How helpful will this information be in your work with students?
- Excellent: 9
- Somewhat Helpful: 3
- Not very helpful: 0

### (3) How relevant was the topic to your work?
- Very Relevant: 9
- Relevant: 4
- Somewhat Relevant: 0
- Not Very Relevant: 0

### (4) What is one thing you will use from this session?
- Personality typing – game show ideas
- Everything – I loved the different ideas and plan to use them in high school
- Use of video clips
- All was highly useful – I loved the “upbeat” ideas for successfully selling your program
- Animal personality types
- Whine and cheese party
- Several ideas for connecting faculty and counselors – showing them what we do!
- The leaf comparison/identification w/a message
- Video clips for faculty
- “Match that fact” game
Morning Session - The Magic of Play
(26 Total Evaluations Submitted)

(1) How do you rate this session?
Excellent 9
Above Average 9
Average 6
Fair 1
Poor 0

(2) How helpful will this information be in your work with students?
Excellent 13
Somewhat Helpful 13
Not very helpful

(3) How relevant was the topic to your work?
Very Relevant 11
Relevant 11
Somewhat Relevant 3
Not Very Relevant 1

(4) What is one thing you will use from this session?
“Play” is more than “Play”
I do different work but it was a really good session
Ideas about using the sand tray as clients create their world, family, and community
Our presenter was very knowledgeable. Too much time spent on presenting. Not hands on – would like more application to use in our school system – appreciated the slides – that’s when it picked up
Analogy of therapy as cleaning a fish tank, ideas for using puppets
The sand tray in the school setting
Sand tray information
Good presentation and knowledgeable – hope to get sand tray going in my practice
I will use figures in sessions with little children
May join the play therapy group
Ideas of what I can use in play therapy with kids
Practice of sand tray
It is another source that could be used in certain areas
Increased ideas about toys for play therapy
Office set up
I hope to purchase a “transportable” sand tray
Sand tray
The sandbox ideas
Sand tray ideas
Loved the slideshow
Afternoon Session - Working with English Language Learners
(4 Total Evaluations Submitted)

(1) How do you rate this session?
Excellent 2
Above Average 2
Average 0
Fair 0
Poor 0

(2) How helpful will this information be in your work with students?
Excellent 2
Somewhat Helpful 1
Not very helpful 0

(3) How relevant was the topic to your work?
Very Relevant 2
Relevant 2
Somewhat Relevant 0
Not Very Relevant 0

(4) What is one thing you will use from this session?
Information about SYOP and grouping of ESL students for group counseling
Great ideas
Handouts were very useful
Need to know more about ESL program and work with ESL teachers closely
Afternoon Session - “You can’t expect me to teach this kid!”
(19 Total Evaluations Submitted)

(1) How do you rate this session?  
Excellent 15  
Above Average 2  
Average 1  
Fair 0  
Poor 0

(2) How helpful will this information be in your work with students?  
Excellent 15  
Somewhat Helpful 3  
Not very helpful 0

(3) How relevant was the topic to your work?  
Very Relevant 16  
Relevant 2  
Somewhat Relevant 0  
Not Very Relevant 1

(4) What is one thing you will use from this session?  
Great handouts  
I will pass it on to my school counselors that were unable to attend  
Very knowledgeable presenter – great handouts that can be given directly to teachers – fine job  
Looking at the whole picture – offer suggestions – look at student/teacher relationship, use the handouts  
Handouts w/teachers  
Do's and Don'ts  
The "Do's and Don'ts of responding to Tough Kid Behaviors  
Great handouts – thank you for the information  
Hand outs – teacher mtg OR student services team mtg  
Handouts for teachers  
Lots of good resources to use w/teachers  
Handouts and resources  
Resource library for media ctr (for teachers)
Overall Conference  
(65 Total Evaluations Submitted)

(1) Overall, I rate today’s conference as:  
Excellent 30  
Outstanding 17  
Very Good 13  
Good 4  
Marginal 0  
Unsatisfactory 0

(2) How helpful were the breakout sessions?  
Very Helpful 42  
Helpful 22  
Somewhat Helpful 1  
Not Very Helpful 0

(3) How relevant were the topics to your school setting?  
Very Relevant 44  
Relevant 20  
Somewhat Relevant  
Not Very Relevant

(4) What are some topics you would like to see covered next year?  
Balancing a comprehensive guidance program (schedule options, etc.)  
More on grief, assertiveness w/administration and “guidance counselors” who don’t want to change to “school counselors”  
Anger management, 504s and OHI  
Student Support Team Strategies  
New legislation, double dipping full time for counselors  
Creativity in practice, spirituality/healing with children  
More high school specific  
Dealing with risky behavior (drugs, alcohol, sex) – “Mean Girls” (rumors, gossip, teasing)  
Risk Behavior in Adolescents including sexual risks, drugs, alcohol, dealing with bullying  
How to advocate for your program w/o offending staff who don’t understand what you do; How to survive personalities and politics of school systems; WCU counseling grad. Webpage to post resources, comments, support and keep in touch, ask questions for support to maintain communication across time and distances  
Behavior modification idea to work with students who are not functioning well in the classroom – what to do  
Middle school to high school transition; dealing w/cliques in high school  
Art therapy, anti-bullying for K-1 kids  
Eating disorders  
New counselor job description  
Bibliotherapy  
Info on autism, ADHD (spec. ed concerns)  
How student services departments collaborate by providing services  
Divorce, illness

(4) What are some topics you would like to see covered next year? (continued)
Teen sexuality
ADHD – behavior mod, etc.
Gangs in WNC – include law enforcement but don’t make them the only ones to talk
Groups or Tx for AD/HD
More things dealing with elementary level
How to successfully incorporate character ed. In the high school setting – How to help bullies and the bullied
Developmental Stages
Working w/ at risk students – How to do Boys Groups (M.S.)
Self-care – How to cope with being a stressed out counselor
Facilitating small groups – middle school
Bullying – classroom ideas
How to better advocate for counselors in school (as counselor, not record keeper, teacher, etc.)
Continue with great middle school topics
Less ppt and more practical examples of activities and so on
Practical self esteem building

(5) Who are some possible speakers in this region of the state you would recommend as presenters? Please include name, school system or agency and county.
Pat Ryan, McDowell County
Elizabeth Rucker – Asheville (Fairview) – art
Lisa Bloom – WCU
A wonderful keynote speaker I heard this summer was the “Teacher of the Year” Ron? He’s from the south but might cost big $
Matt Fore – professional entertainer/magician for students

(6) Please provide any other comments you would like to add that would be meaningful to the planning committee.
Thanks so much. I look forward to this conference every year. It is so helpful to me. I like the interactive sessions.
Great work – beautiful setting and X of yr
Thank you – great
Please think about a way that we can use Western’s webpage to have a Western Counseling program Alumni website to post some of the handouts from other workshops or presentations that we could not attend in order to pass them around for use
Less time spent on “activities” and more time on stuff we can actually use with our kids
Keep energizers in morning for mixing
Keep up the great work
The opening session was great to meet new people and talk to people I’ve seen but not met. Would it be possible to have packets of resources from all of the workshops for everyone? Maybe at the end – people could pick up resources from workshops they couldn’t go to.
Provide handouts for sessions you can’t attend because there are 3 or 4 good ones going on simultaneously
Enjoyed the day – as usual
I enjoy the morning speaker rather than opening with the games. The games would be more appropriate as a break out session.
Great conference. Best food ever!
Morning session was useless – went on too long
Great overall
Please help us make this program the best it can be by sharing your opinions about the presentations that were given today.

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Not Useful</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Director, WCU Admissions</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Brenda Holcombe</td>
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<tr>
<td>13 Total Responses</td>
<td>1 1 11</td>
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<tr>
<td>Legislators’ School for Youth Leadership Development and College Access</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Marilyn Bradt</td>
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<tr>
<td>14 Total Responses</td>
<td>5 9</td>
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<tr>
<td>Western Region College Foundation of NC (CFNC.org) Representative</td>
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<tr>
<td>Laura Misner</td>
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<tr>
<td>14 Total Responses</td>
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<tr>
<td>NC General Administration College Access</td>
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<tr>
<td>Donnelle Graham</td>
<td></td>
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<tr>
<td>14 Total Responses</td>
<td>1 13</td>
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</tr>
<tr>
<td>Western North Carolina College Access and Success Dissemination Project</td>
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<tr>
<td>Joni Petschauer</td>
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<td>12 Total Responses</td>
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<tr>
<td>Middle School Personnel Breakout Session for Networking and Problem Solving</td>
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<tr>
<td>College Access Challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Total Responses*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*Some members had to leave prior to this session</td>
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</tr>
<tr>
<td>High School Personnel Breakout Session for Networking and Problem Solving</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>College Access Challenges</td>
<td></td>
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</tbody>
</table>
What did you enjoy the **MOST** about Student College Access Empowerment?

- “Make it and Take it”
- New information (2 responses)
- No comment (2 responses)
- Knowledge of presenters (2 responses)
- Resources/usable information
- Everything- new resources, new ideas, seeing the Rural Ed Staff!
- Handouts
- Sharing of ideas for improving college access
- High School breakout session
- Great overview
- Donelle Graham- Lesson Plan ideas as I am able to teach more often than an official Guidance Counselor
- Small group-Personal contact of presenters
- WCU staff
- Pace of sessions
- Cost
- The beautiful facilities

What would you change about Student College Access Empowerment?

- No comment (8 responses)
- Beep updating
  - Add a parent leader to come with each School Counselor like chair of PTO, chair of Parent Volunteers, parent member of school improvement team.
- Start time at 9am
- Healthy breakfast
- Email address exchange
- The date was the day before the PSAT-needs to be early Nov. or February.
- You have done well! There is nothing at this time that I would change.
- Nothing.
- Panel of 3 WCU students to share their admission process!

Other Comments:

- No comment (6 responses)
- No doughnuts
- Very well organized-wonderful facilities-thanks for the shuttle
- Great conference
- Great information! I needed it right now! Great meal, I love coffee, tea, and doughnuts!
- Very useful to share needs of other schools
- Very enjoyable
• Excellent job!
• I had to leave for a funeral (after lunch) I am sorry that I missed everything! Thanks so much…
Please help us make this program the best it can be by sharing your opinions about the presentations that were given today.

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Not Useful</th>
<th>Very Useful</th>
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<tbody>
<tr>
<td><strong>Keynote Speaker</strong></td>
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<tr>
<td>Marianne Leek</td>
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<td><strong>Special Education</strong></td>
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<tr>
<td>Presented by Holly Whisnant</td>
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<td><strong>Elementary Schools Grades 3 - 5</strong></td>
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<tr>
<td>Presented by Josh Lynch</td>
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<tr>
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<tr>
<td><strong>High School</strong></td>
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<tr>
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<td><strong>Teaching Fellows/Scholarships</strong></td>
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<td><strong>How to Choose a College</strong></td>
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<td>Presented by Eric Lawhorn</td>
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<td><strong>78 Total Evaluations Submitted</strong></td>
<td>1 6 24 47</td>
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</tbody>
</table>
What did you enjoy the MOST about Teachers of Tomorrow?

- It taught me a lot about everything and made me want to really be a teacher.
- Marianne Leek was a very encouraging speaker.
- Marianne Leek because she was so energetic and made you want to listen. I also liked how she used students’ work.
- The keynote speaker because she made me want to start teaching right now, and made me want to be the best I could be.
- Marianne Leek (3 responses)
- This whole presentation of TOT was informative and got me excited about teaching.
- Food & ideas.
- Food (4 responses)
- The knowledge I gained.
- Learning about Prek-grade (9 responses)
- Holly Whisnant and the PK-2 presentation (2 responses)
- I enjoy learning about all of the different types and levels of education. It helps narrow down my decisions, and right now I’m leaning towards PK-2.
- I enjoyed PK-2 because it made me want to continue with Elementary Education.
- PK-2 – it was a lot of fun and I felt that I got the most information out of it (2 responses)
- The dancing in the PK-2 class (5 responses)
- When we got to dance and sing in the PK-2 class.
- The dancing and them being nice. It also helped me more with my decision to be a teacher.
- I enjoyed the PK-2 session the most. Ms. Whisnant was awesome! She was so inspiring.
- The middle school & PK-2 speakers were really interesting.
- The elementary PK-grade breakout sessions. She taught me to be fun and have fun doing it.
- Standing and participating in songs and such with the PK-2 teacher.
- Presenters (2 responses)
- I like the different sections, so you could go to where you’re interested in (2 responses)
- Kathy Proctor’s presentation, very interesting!
- Kathy Proctor because she was the most down to earth and relaxed speaker of all. She was actually exciting.
- Kathy Proctor, very helpful, easy to follow.
- Kathy Proctor did a great job, too.
- Mrs. Proctor’s enthusiasm.
- Middle School presentation.
- The Middle School Session was very good and I appreciated Kathy Proctor very much. She was great.
- I really liked how everyone made us feel welcomed, the free breakfast and goody bags. Everything was fantastic! Especially the speakers.
- I thought it gave a very good insight about how teachers work and the basics they use in teaching.
- Sessions (5 responses)
The people and how we were welcomed into each class.
All of the friendly people (2 responses)
I really enjoyed the elementary sessions because they told me a lot about what I want to go into. I enjoyed the way they get me more excited about teaching every time I come. This is my third year...I can't wait to teach!
Grades 3-5 he was a very good speaker (Josh Lynch) (2 responses)
All of the speakers knew what they were talking about.
Teaching Fellows/Scholarships presentation (2 responses)
Getting to hear from students in the Teaching Fellows program and listening to teachers from the community.
I enjoyed the speakers' honest opinions about teaching and the Teaching Fellows/Scholarships information.
We got ideas for our 6 weeks teaching for Teacher Cadet and we got to learn a lot more about Teaching Fellows.
Learning about “Elementary School Grades,” and “Teaching Fellows/Scholarships”.
Everything! This was extremely helpful especially the Teaching Fellows and Daphne Hughes.
The information from Teaching Fellows was great!
Being able to talk to teaching fellows that are majoring in music education.
Teaching Fellows Scholarship presentation was very helpful. I'm really interested in Western's Teaching Fellows Program. It helped me realize the goal is tangible.
Getting the teacher's point of view on education.
The enthusiasm of all the speakers.
Having the privilege to learn more about the career I hope to pursue in the future.
I got to hear about different teachers' experiences and perspectives about teaching.
The learning experience.
Talking with the teachers in the area we were interested in.
I enjoyed learning about the qualities of being a good teacher.
The classes! They were funny and they kept our attention!
How you got to choose what you went to and all the classes were very well taught (2 responses)
The variety of topics/presenters.
The high school presentation was awesome.
The teachers were really nice and interesting. I really enjoyed Daphne Hughes' presentation. I wish it would have lasted longer!
The high school and elementary breakouts were awesome. I learned a lot.
I enjoyed Mrs. Hughes the most. She spoke well about high school (2 responses)
Being able to hear what teachers in different categories thought.
The advice the teachers gave on how to manage your first year of teaching.
All the speakers were very enthusiastic and passionate about teaching.
They were very down to earth and was filled w/energy & excitement.
Greeting other people (2 responses)
It was really informative and it helped shed some light upon what is ahead of me.
Probably the high school session because we talked about many issues and how to maybe deal with them.
• Talking with actual teachers and having them answer tough questions.
• It was fun.
• It was fun and I learned a lot!
• The teachers tried to encourage us to teach. They were very enthusiastic.
• I enjoyed the college environment and our choices. All the teachers were helpful and encouraged me even more to pursue my major in elementary education.
• Getting to really interact with the teachers.
• I enjoyed the keynote speaker and the high school presentation.
• Getting to speak with the speakers and ask them questions.
• Learning about different grade levels.
• Josh Lynch and Marianne Leek, very informative and inspiring.
• How helpful everyone was with answering and explaining questions. The enthusiasm and passionate teachers you hear from.
• Instructors made it clear that being a teacher was great!!
• Being able to come and get all this information and really enjoying it!
• Being able to talk to actual teachers and get the useful information that I got.
• I really liked how everyone had a lot of information about everything and how we were welcomed here.
• Presentations were done very well and the breakfast provided for the students was amazing! All of our students enjoyed the day. (Nantahala School)
• I enjoyed the helpful information and the personal experiences.
• Activities and personal experience stories.
• The inspiration that the speakers gave me makes me excited to pursue a teaching career.
• I enjoyed the speakers. They showed me that all fields of education can be enjoyed and fun.
• Learning about different areas to teach from personal views.
• I really enjoyed the one-on-one contact. That really made me thing twice about the kind of teacher I wanted to be. It’s great!
• Speakers who were inspiring.
• It was interesting.
• The interaction between the other students.
• The speakers.
• A lot of the advice was very useful.
• The teachers made a connection with you and got to know you.
• How everyone expressed how important cultural differences played a role in teaching.
• The instructors made the characteristics of their grade level very clear.
• The different options available as far as the breakout sessions go!
• The middle school presentation and speaker, she was inspiring and her information was very useful.
• The great environment and helpfulness while here. I love the Middle School Speaker!
• Learning about the early elementary level and high school levels.
• My students seemed to enjoy the break out sessions.
• I enjoyed being able to get out there and discuss things we agreed and disagreed on. I also enjoyed learning new things and reviewing the old.
• High school seminar was a very friendly seminar where we were able to receive a lot of valuable information about teaching and college.
• The activities with each session!
• They just helped me out to know what age group I would like and what exactly I would like to be.
• The high school program was very informative. She gave us a lot of great advice on what it takes to become a teacher of that level.
• Learning about the psychological aspects of teaching. There was a lot more to teaching than I thought.
• I like how they show what you teach in class and what you might do to show students the routine.

What would you change about Teachers of Tomorrow?
• Make the presentations or sessions longer. I didn’t want to leave; it was lots of fun (16 responses)
• An all day event with more options/different perspectives.
• Make the day longer so we could go to more presentations (2 responses)
• The sessions seemed rushed, like they couldn’t get everything in.
• More hands-on activities (20 responses)
• Going to more sessions (5 responses)
• Fun Stuff, useful ideas—creative ideas for future teachers.
• Nothing (32 responses)
• It was a very enjoyable experience.
• I wouldn’t change anything. Everything was fine.
• The programs are very well planned and presented.
• Nothing at all. It’s wonderful.
• It’s a great experience and helps a lot.
• Very well planned!
• I think you all did a really good job!
• More group interaction.
• I would provide more session types on other levels of education like PE or College Level Education.
• Starting and ending later because it was difficult to arrive by 9am (2 responses)
• More info about teaching profession.
• I would like for there to be some other sessions for specific areas for those interested in education. For example, guidance counseling and/or administration.
• More food
• Maybe a little more space in the classrooms (2 responses)
• It is a very good program.
• It was great.
• Honestly, most of it was perfect.
• Give us a summary of each class so we know what to expect at each class and we know what the other classes were about if we didn’t get to go to them.
• No dancing (PK-)
• I would’ve liked to hear all of the speakers and presentations.
• The sitting in one place for such a long time.
• The continental breakfast. Get more diverse food!
• Teaching Fellows information.
• Add a little bit more scholarship information other than teaching fellows.
• Breaks between classes a little longer for personal purposes (4 responses)
• Some schools have to travel a long distance. Maybe start 15-30 minutes later.
• It was hot in the Grandroom.
• Focus on the “realities” of the teaching field (the job itself—accountability, testing, etc. The positives/negatives, the college curriculum.
• I enjoyed the elementary schools grades PK-2 because Ms. Whisnant interacted with us and read and showed us the fun facts and truths about elementary school.
• A more organized program.
• Have leaders from all over NC.
• Have speakers from different teaching fields.
• Being able to attend more break-out sessions so that I could have learned more about the older grades.
• I would give the participants one on one time with an education major.
• Maybe more speakers on each topic.
• Being able to go into the classes of the education programs at WCU.
• More time one-on-one with people, teachers, and the students.
• To have enough time to give campus tours to everyone.
• Some people weren’t very enthusiastic. They talked but didn’t have any activities for us. Provide some ideas for group activities for the leaders of the sessions.
• Not much ummm…..
• Wider variety of teachers. Discuss some fun points of college that are centered around education majors (activities, classes, experiences, comics).
• Enjoyed it very much.
• Serve orange juice instead of lemonade.
• Josh Lynch, he didn’t really do anything that grabbed your attention.
• The 3-5 teacher.
• You need to have someone a little more exciting and actually sounds like they enjoy their job for the grade 3-5. He didn’t interest me at all and only talked about grade not 3-5.
• I would like to hear about all colleges and their programs, not just Western’s.
• Give out more information about what kids choose. Make things more interesting.
• A chance to have free time to explore the campus with groups maybe.

Other comments:
• I really enjoyed it (2 responses)
• It was Awesome!
• Thanks (4 responses)
• Thank you!!
• Thanks for the great time.
• It was fantastic.
• I really enjoyed the presentation by Eric Lawhorn.
• Fun!
• I learned a lot today!
• I learned a lot! Thank you so much!
• I had fun! Thank you.
• It was a lot of fun (3 responses)
• The sessions were very informative. Some of the leaders it seemed ran out of things to talk about, so maybe have core subjects set to discuss with room for flexibility.
• I really loved this because I not only learned more about the grade I wanted to teach, but I also learned more about Western, its campus and what it has to offer.
• Everything was great with extra special things!
• Great job (3 responses)
• The food was good (3 responses)
• Great food (4 responses)
• Great! Thank you. We’ll be back.
• A good experience.
• The speakers were very talented.
• I really enjoyed the enthusiasm that everyone showed towards their position.
• The program is very beneficial and extremely appreciated. Thank you for this opportunity. I gained a lot of useful information for my future career. Each speaker was very informative & I appreciated getting to listen to all they had to say. This is a great program. Thanks for your time.
• I loved it!
• Thank you for having this educational experience. I have gained loads of information.
• Great program; very helpful.
• The conference for me was a huge success!
• Thank you for the opportunity and for reassuring myself to become a teacher!
• I liked how we got to choose which seminars we attended. We go to hear what we wanted to learn about.
• It was great, it was very helpful.
• Very useful information.
• Thank you for providing this opportunity for our students! Jean Carr
• It was a great day, thanks! Marianne Leek was so inspiring!!!
• The dancing with Holly was great and I can now share it with my 3-5 year olds. The presentation with Josh Lynch I loved. It was adorable I learned a lot!
• It was very informative and enjoyable. Thank you.
• Thank you for inviting Nantahala School!! Ms. Henry
• I really enjoyed the activities that the speakers did with my group.
• I wish we could have had more interaction with teaching majors—they were in our shoes less than four years ago. It would be a good way to reach students.
• I really enjoyed this day and it gave me a lot of helpful information. Please keep doing it to help other students also.
• I think that this is a wonderful opportunity for young adults aspiring to be a teacher.
• Thanks so much for all your help!
• Great kindergarten teacher. Very organized.
• CEU Credits for teachers.
• Free WCU Stuff? Stickers, Keychain, banner, but best of all - free t-shirt.
• TOT is really great to help students who have made a decision to be a teacher and are still deciding. I hope to attend WCU for their elementary ed. Program!
• Thank you for having us today. You were very organized and you knew what was going on.
• Thank you so much for having us. Pisgah High enjoyed it very much! Thanks, Caitlin Fletcher
• It was very organized and thank you for the “goodies”.
• Had a great time, thanks!
• This was a great experience and I’m glad I could attend. I hope to see you next year.
• The high school profession is an interest of mine due to the relationship between student and teacher and the smaller age difference.
• I really enjoyed the program today. I was in doubt of whether or not I wanted to major in music education. After hearing the speakers and learning more about the impact of teaching, I realized this is what I wanted to be. I wanted to make a difference in other people’s lives. Not only that, but change my life by learning more about myself and helping others. Thanks.
• I’m happy they have something for students ready to learn how to teach America.
• Eric Lawhorn—“Loved Him!”
Six students attended RUE, and all students were surveyed and these are the results including their comments:

1. Guest accommodations at the Best Western in Dillsboro
   Excellent -6
   Good
   Fair
   Poor
   Comments:
   ● “Very nice hotel.”

2. Campus meal arrangements
   Excellent -4
   Good -2
   Fair
   Poor
   Comments:

3. Visit to Blue Ridge School
   Excellent -3
   Good -3
   Fair
   Poor
   Comments:

4. Visit to Cullowhee Valley School
   Excellent -3
   Good -3
   Fair
   Poor
   Comments:

5. Visit to Cherokee Elementary School
   Excellent -6
   Good
   Fair
   Poor
   Comments:
   ● “Loved it!!”
6. Visit to Cherokee Museum
   Excellent -2
   Good -4
   Fair
   Poor
   Comments:

7. Visit to Cherokee Center and Tour of Cherokee
   Excellent -3
   Good -3
   Fair
   Poor
   Comments:

8. Visit to Multicultural Center and Tour of WCU campus
   Excellent -1
   Good -5
   Fair
   Poor
   Comments:

9. Visit to the Mountain Heritage Center
   Excellent -2
   Good -4
   Fair
   Poor
   Comments:

10. Tour of Rural Community
    Excellent -6
    Good
    Fair
    Poor
    Comments:
        • “I had a really good time on the hike! I did a lot of things that I would have never thought that I was capable of! Hugging the tree was a definite highlight!”

11. Visit to Educational Psychology Class
    Excellent -6
    Good
    Fair
    Poor
    Comments:
        • “I truly enjoyed this class/learning about Achievement motivation.”
12. “Diversity Dialogue” Student Panel Discussion
   Excellent -4
   Good -2
   Fair
   Poor
   Comments:

13. WCU hosts for the RUE Program
   Excellent -4
   Good -2
   Fair
   Poor
   Comments:
   • “The WCU host were great! There are some students who couldn’t spend as much time as others because of MIDTERMS but those we spent time with were great!”
   • “Some were more friendly than others. I understand that they had other obligations though.”
   • “It seemed like some of the students were too busy for us.”
   • “Kudos to Grace & Jessica! They were great hosts!”

14. Would you recommend the RUE Program to fellow students who might be interested in participating next year?
   Yes -6
   No

   Please Explain
   • “I especially recommend this program to students who have no experience with urban/rural settings.”
   • “Great Experience!!!”
   • “Very nice learning experience.”
   • “It is an excellent opportunity to expand your horizons, and to view the world in a different respect.”
   • “This is a very good experience. Sometimes students need to step outside of their boundaries and try new experiences. This is a good opportunity for new and future teachers.”

15. Additional comments and recommendations:
   • “Please continue this program to give students the opportunity to gain an understanding about the life of others.”
   • “Thanks for a great trip!!”
   • “Great Visit!!”
SESSION EVALUATION

Session Title: Evaluation, Replication, and Dissemination Practices: Three Highly Effective Practices for Sustaining College Access Programming

Presenters: Melinda Bullen, Joni Petschauer, Kim Elliott

SECTION I: CONTENT
1. Relevance of topic 3.9
2. Quality of information 3.8
3. Usefulness of information 3.8
4. Quality of handouts 3.6
5. Quality of audio-visuals 3.7

SECTION II: PRESENTATION
6. Knowledge of topic 3.9
7. Clarity and organization 3.8
8. Pace of presentation 3.8
9. Encouragement of audience participation 3.9
10. Response to participant questions 3.9
11. Projection of professional image 3.9

SECTION III: OVERALL EVALUATION
12. Overall I would rate this session 3.8
13. Would you recommend this session for next year? 100%

The most effective aspect of the session was: Excellent concise exercises for pairs to practice the skills explained; Great pace; participation; It was all very helpful!: Aspects from different institutions good audience participation; Kim Elliott’s presentation; I love that they are encouraging collaboration and sharing rather than being territorial; Good mix of information group and paired discussions.

The least effective aspect of the session was: N/A; Information was vague, wasn’t sure if information was about starting a project and to get funding or starting a group at school.

Comments/Suggestions: I loved how the presentation was divided between three presenters; thanks for the informative session.
Appendices

Office for Rural Education
2007 - 08 Assessment

Survey Results and Brochures

- Legislators’ School for Youth Leadership Development
- Middle School Teachers of Tomorrow
- High School Teachers of Tomorrow
- Teacher Cadet Partnership Program Speaker’s Bureau Brochure
- Rural Urban Exchange
- Kappa Delta Pi Initiation Program
- Office for Rural Education Brochure
Guide Us
To Future Leaders

Admission
Criteria

Program Dates
2008

AND FINAL SELECTION

Nomination
Dates

AND TEACHERS TOGETHER

Students

About the Program

2008
2007 Legislators’ School Evaluation Report
June 16 – June 22, 2007
70 students
1 Peer Helper for a total of 71 students

1. What overall grade would you give to the entire program?
- 64 A (outstanding)
- 0 C (average)
- 0 F (fail)
- 7 B (above average)
- 0 D (below average)

2. List three experiences or activities that were *most fun*:

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<td>Self-Defense</td>
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3. List three experiences or activities that were most useful to you.

Acid River 6
All activities 3
Barnga activity 5
Base Camp Cullowhee activities 10
Basketball (choice for recreation) 1
Blind trust walk 18
Blindfold activities 1
Blizzard 1
Butterfly activity 52
Classroom Discussions 1
Community service 8
Counseling groups 1
Donation Relocation 8
First day to stay with my roommate 1
Getting to aggravate my counselor 1 (Amanda Pate) I love you
Hot rocks 2
Hula Hoop 1
Ice breakers 1
M & M activity 51
Magic notes 1
Making new friends 3
Maze 5
Modules 6
Outside activities 1
Recreation 1
Self-defense 5
Service Extravaganza Day 1
Sharing a dorm 1
Sharing ideas and opinions 1
Spider web 3
Tarp activity 2
Teamwork and communication 1
Tennis ball activity 1
The bull ring 1
Togetherness 1
Tower exercise 2
Trust challenge 1
Trust 1
Watching as peer helper 1
World of service 1

4. Would YOU attend a program like this again?
   Yes 70
   No 1
5. Would you recommend this summer program to a friend?
   - 71 Yes
   - 0 No

6. Did this program challenge you?
   - 1 Not at all
   - 22 About right
   - 48 Tough, but good
   - 0 Too heavy

If you were in charge of this program, what would you do to make it better?

3 week program and going’ to a mountain
Allow more than one student to be able to come back.
Allow people to run on the track.
Allow stereos, more rec days, less indoor work, more discussions
Community service more fun!
Extend the discussion time in M & M’s, butterfly, etc.
Free to sit with anyone at lunch, dinner, etc.
I don’t think I could have done anything to make it better.
I don’t think I would change anything. It is perfect just the way it is!
I would allow electronics and tv’s.
I would do more group activities and more rec
I would make the dorms better.
Let us bring MP3 players and cell phones
Make it longer! 21
Make the community service speakers be more exciting.
More free time 2
More fun learning activities, field trips
More time to get to know everyone.
More time with counselors. This was awesome!
More time, less class time, more fun modules
No, the program is run very well.
Not get up so early
Nothing at all, I love it! 1
Nothing 20
Nothing, I like it the way it is! 5
Nothing, it was great. 2
Plan reunions for all groups!!! 2
Put in air conditioning. 2
The food 7
Trust walk.
We would have vans.
### 2007 Attendance Evaluation

**Legislators’ School for Youth Leadership Development**

**Notes:** The grey areas indicate that there were no nominations submitted. The * notation indicates a county that includes the nomination of a charter school.

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Are you a
Student(S): 122 completed an evaluation
Teacher (T): 5 completed an evaluation
Presenter (P): 0 completed an evaluation

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Would you attend a **FULL DAY** of Middle School Teachers of Tomorrow?

**Teacher Comments:**
Yes—great opportunity to get students into the “real world” and expand their views. (1)
Yes (3)
No, we must return to school in time for buses. (1)

**Student Comments:**
Yes (100)
Yes, because it’s very educational (3)
Maybe (4)
Probably (1)
Would you teach in a Rural School in NC?

**Teacher Comments:**
Yes—already do ☑ (1)
Yes (3)
I did for 15 years. (1)

**Student Comments:**
Yes (74)
Maybe (15)
Undecided (2)
Yes, because you wouldn’t have as much violence, and you could be more involved with the kids to teach them. (1)
If I had to (1)
I’d like to teach in the city. (1)
No (13)
No comment (15)

How would you search for a teaching job in NC?

**Teacher Comments:**
Job Fair (1)
Public School Website (3)
Ask a Teacher (2)
Ask a Counselor (1)
Ask a Teacher Cadet Teacher (0)
Newspaper (1)
Other Media (1)

**Student Comments:**
Job Fair (42)
Public School Website (61)
Ask a Teacher (68)
Ask a Counselor (41)
Ask a Teacher Cadet Teacher (26)
Newspaper (32)
Other Media (41)

What did you enjoy the MOST about Middle School Teachers of Tomorrow?

**Teacher Comments:**
Having your current college students be a part of the presentation. Added a “coolness” factor for the students from our school. Positive view of education.
The scavenger hunt
The chance to bring students to WCU
Seeing my students in a different context—seeing them get excited about college.

**Student Comments:**
Everything (9)
The food. (8)
The tour. (5)
The sessions. (7)
Teaching Fellows. (12)
The scavenger hunt (14)
The sessions about Choosing a College or University and college costs. (9)
The Math and Science Session (2)
The way they teach.
Hearing about the things they do and get to do.
Games.
Being with my friends.
I learned how to make learning fun.
The info they gave us!!
The information we learned.
I liked getting to learn about teaching.
The Diversity thing.
The experience.
I like when we talk about choosing teachers.
The way they talked to us.
They were fun and nice. (2)
Meeting a lot of new people. The kindness that was passed around was great!
The Theater (2)
The speakers
Learning the type of subjects you can teach.
I got to meet other people.
The things we learned and activity.
Listening to the students and their experiences.
Getting to see all of the teachers and classes.
They understand you.
The way they treat us!
That they are willing to learn!
The students have a voice in the program.
The way they did things.
It was fun. (2)
The teachers.

What would you **change** about Middle School Teachers of Tomorrow?

**Teacher Comments:**
Allow a large question and answer at the end of session.
Would like to bring more kids—brought 16—would like to bring others—not necessary just teachers.
Nothing

**Student Comments:**
Nothing (58)
It was a good experience. (2)
The amount of time
Not just talking about the trips the Teaching Fellows offer.
Longer (6)
More hands on (2)
More hands-on stuff and more math in the Math and Science break-out group.
More activities (3)
More classes to choose from.
The scavenger hunt so that it’s more active and moving around.
When we split into groups for the scavenger hunt, I would let the students choose their groups because I was put in a group where I knew no one. (Although we did win first place)
No home work! (2)
Not to always go by the book
Make the sweet tea a little better, but thanks anyway. 😊
The organization, have different games.
There isn’t anything I would change. I really enjoyed this program and I would return and do it again!
Make it more interactive. (2)
The presenter for Math and Science only talked about Science and not math.
The Teaching Math and Science.
The scavenger hunt was dumb and I felt that we didn’t have enough materials to participate.
The scavenger hunt was not useful. I would make them do something else.
Be able to go to more sessions.
Make it an all day class so we can go to all the classes to learn about college.
To be able to go to more meetings, and to learn a little bit more.
I would not change too many things except the scavenger hunt.
Make it less confusing.

Other Comments:

**Teacher Comments:**
Great job—thanks for letting our students visit and learn w/you😊
Great opportunity! Thank you. Thanks for the bags and gifts!

**Student Comments:**
It was very awesome! (2)
It was fun. (8)
I loved it. (2)
This was way COOL!
Food was good. (1)
Food was really great. (1) I liked the food. I liked it. Had lots of fun! I had so much fun today. I enjoyed this program. It was well rounded and everybody was perfectly prepared. This was a big help. Very fun, liked the goodies. The scavenger hunt was really boring because there wasn’t enough questions for everyone and I got left out. Good Job! I really liked being here and learning. I love WCU. I would definitely do it again. I can’t wait to come to college here! It was nice to learn about becoming a teacher. I’m coming to school here!! I really had fun and I plan to keep looking into the things we learned. Keep on teaching kids how wide their life is to learning. The people are very nice! I liked getting to see how a college works. They are my favorites! It was very exciting. I like the program. Thank you.

Sponsored by: The Office for Rural Education and the WCU Teaching Fellows Program in the College of Education and Allied Professions at Western Carolina University.

This program was funded in part by the Appalachian Regional Commission through a college access grant.
## TEACHERS OF TOMORROW (TOT) DAY

College of Education and Allied Professions  
October 16, 2007  
Evaluation Results  
123 surveys turned in (115 Students and 8 Teachers)

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Would you attend a **full day** of Teachers of Tomorrow Day?

**Student Response:**
- **YES:** 102
  - Comments:
    - “Heck yes!!!”
    - “Yes, it is amazing”
    - “Yes, I had a wonderful time and the information was amazing”

- **NO:** 4
  - Comments:
    - “Too much sitting”

- **Maybe/ Not Sure:** 6
  - Comments:
    - “Maybe if I don’t have a ballgame that night”

- **No Comment:** 3

**Teacher Response:**
- **YES:** 5
- **No Comment:** 3

Would you teach in a **Rural School** in NC?
Student Response only:

Yes: 72
Comments
“Yes, it’s easier to get to know the students. I go to a rural school.”

No: 5

Maybe/Not sure: 15
Comments:
“It depends on my patience”

No Comment: 3

How will you search for a teaching job in NC? (check all that apply)

- Job fair-72
- Public School website-82
- Ask a Teacher-86
- Ask a Counselor-80
- Ask a Teacher Cadet teacher-47
- Newspaper-46
- Other media-25

What did you enjoy the MOST about Teachers of Tomorrow Day?
No Comment: 3
Jerome Hughes: “Today is Tomorrow” – 19
Teaching Fellows/Jackie Smith-20
School Counseling as a Career/Leslie Mason-Henry -4
Ice cream (with Leslie Mason-Henry)-1
Teaching Science /Daphne Hughes-5
College Costs/Michael Lane-2
Teaching Diverse Students/Jamel Anderson-Ruff-12
Kay Sinclair (The Lady who cheered)-5
Teachers and Speakers-2
Breakout sessions-21
Presenters-5
Food-2
“I enjoyed the speakers and helpful advice”-1
Small Groups-1
Meeting new people with the same goals/meeting other TCadets-7
Learning new information-7
Getting out of class -3
Learning about Scholarships-2
Breakfast-6
Walking around campus-5
Lemonade-1
Interaction with the presenters-2
Positive Reinforcement about wanting to become a teacher-2
More student involvement-1
“Reinforced my aspiration to teach, it showed me how to make it possible.”
“I enjoyed all of the information. It really helped me to figure out what I want to do with my life.”
“Jerome Hughes was wonderful. He was worth the trip!”

“Helped me to reassure myself in my decision for my desired career in education.”

What would you change about Teachers of Tomorrow Day?
No Comment-4
Nothing-21
Show new aspects of technology & teaching-1
More specific courses like Elementary, Middle, & High School Education-9
More breakout sessions-17
More chairs in the rooms-1
Tour of Education Department-1
More time (for more breakout sessions)-20
Air conditioning-2
Smaller classes-1
“Do different things- maybe that are more fun?”
More interaction and activities-2
Make it an ALL DAY event-5
Shorter sessions-2
Give enough time to go to each session-1
More details about Teaching Fellows process/application-2
More questions/answers with presenters-1
Make it more interesting-2
Longer breaks-8
Have student guides to take people to the breakout sessions-3
More information in general(stuff counselors don’t tell us)-1
More info about WCU-1
Less lecturing/more interaction-4
Let students attend actual classes-1
Food-3
More Food-2
2 lines for food-2
Art Education session-1
Special Education session-1
Math Education session-1
Better Directions-1
More info about other Colleges/Universities-1
Breakout session focused on Business or Marketing-1
Early arrival time (some students met at 5:15am)-1
More people like Kay Sinclair-1
Have more time for Teaching Fellows/question & answer-1
“The first breakout session ran too long, so students missed part of the second session. Many students stood outside the rooms because the speaker/presenters already had begun.” – Teacher
“The speakers can’t write out their speech, they need to wing it or memorize it beforehand so they can make eye contact the whole time.”

“I would use more of an encouraging method rather than telling students they will struggle financially.”
Perhaps more general sessions about teaching elementary, middle, high school, etc. would be more helpful. Students at this level are not ready or sophisticated enough to know about teaching science or being a guidance counselor, despite the importance of these areas. The sessions on college costs and school selection were very good.”

Other Comments:
“Thanks, I had Fun!”
“Thank you guys, you were great!”
“I enjoyed it! It was very helpful and inspiring.”
“It was FUN! I loved it! Thanks for inspiring me!”
“Reminds me of college summit.”
“This was very helpful.”
“This was a very helpful and wonderful program.”
“The counseling as a career, science lesson, and keynote speaker were the very best. Thank you !!!”
“This was a fun program that was informative, and I really enjoyed it.”
“Thanks for giving us this opportunity!”
“Thank you for letting me come and enjoy your school.”
“That was awesome!!!!!”
“This day was very helpful for me. Westem is one of my college choices.”
“I need more choices to choose from.”
“Just thank you for making me feel important!”
“I enjoyed the workshops and I am more interested in teaching than I was before I came.”
“Had a great time and would love to come back very soon.”
“ I would like to have more people like that one lady in the morning that did the cheer! You might think this is a joke...but it is not, that woman was awesome!”

“GOD BLESS Teachers of Tomorrow!”

“I think this is a great opportunity for students to decide if they want to be teachers and it will help them to learn more about scholarships and colleges to choose from.”

“This is a very informative and pleasant conference.”

“I loved it. I’m sad that it was so short. I wish I could stay longer. Thank you so much.”

“This day was so helpful”

“Thank you very much. It was very enjoyable and helpful.”
The Rural-Urban Exchange

An Opportunity for Teacher-Education Students in all Majors

You have the opportunity to participate in the seventh annual Rural-Urban Exchange (RUE) program, a collaborative undertaking involving the College of Education and Allied Professions (CEAP) at WCU and the School of Education at North Carolina Agricultural & Technical State University (NCA&T) in Greensboro. This coming spring semester students at NCA&T will spend the week of February 24-29, 2008 as guests of WCU and visit schools in Jackson County and Cherokee. During the week of March 30-April 4 students from WCU will be the guests of NCA&T and visit local schools in Guilford County.

The goals of the Rural Urban Exchange include providing teacher-education students at WCU substantial field experience in urban communities where they interact with P-12 students from diverse ethnic, racial, socioeconomic and language groups. This program also supplies teacher-education students at NCA&T with significant field experience with students in rural communities. In addition, the RUE provides students at WCU and partner students the opportunity to work with university and public school faculty who provide valuable skills and preparation for working with a diverse student population.

One special feature of the RUE is the opportunity to attend the annual Closing the Achievement Gap Conference, sponsored by the NC Dept of Public Instruction. The conference will be held March 31-April 2, 2008 in Greensboro. WCU students who participate in the RUE will attend the opening session of the conference on Monday evening, March 31, and presentations during the day on April 1.

The RUE is available to all teacher-education students—including secondary education majors; BK, elementary and middle grades majors; and majors in K-12 programs such as special education, PE, art, music and foreign languages who are:

1. juniors or seniors, and
2. not in full-time student teaching or Internship II during Spring 2008

Students who participate can earn up to three hours of academic credit in either psychology or special education. In addition, students who enroll in three hours in psychology or special education can arrange to have their participation in the Rural-Urban Exchange satisfy the Liberal Studies upper level perspective requirement. The School University Teach Education Partnership (SUTEP), the Office of Rural Education, and the College of Education and Allied Professions pay all expenses for room, meals, conference registration and transportation.

For more information and to pick up an application, contact Dr. John Habel in the Department of Psychology (Killian 327, phone 227-3361, email @email.wcu.edu) or Dr. Tom Oren in the Department of Human services (Killian 214, phone 227-3290, email @email.wcu.edu)
1. Guest accommodations at the Best Western

   6 EXCELLENT   GOOD       FAIR       POOR

   Comments: None

2. Campus meal arrangements

   5 EXCELLENT   1 GOOD       FAIR       POOR

   Comments:
   • The meal cards were great; some cards didn’t swipe so the cashiers were a little annoyed.
   • Good!!
   • Thanks for the money and eating opportunities.

3. Visit to Mountain Heritage Center

   5 EXCELLENT   1 GOOD       FAIR       POOR

   Comments:
   • The speaker was very informative and excited to speak with us.

4. Tour of a rural community with Dr. Tom Oren

   4 EXCELLENT   1 GOOD       FAIR       POOR       1 NOT MARKED

   Comments:
   • Surprisingly, I really enjoyed myself. It was not something I would do at school in Greensboro. So it was great trying something new.

5. Tour of Multicultural Center and WCU Campus

   3 EXCELLENT   2 GOOD       FAIR       POOR       1 NOT MARKED

   Comments:
   • Tanisha was very nice, and we visited a residence hall. Interesting.
6. Visit to Blue Ridge School

6 EXCELLENT  GOOD  FAIR  POOR

Comments:
• I enjoyed being able to visit the different classrooms for 30 minutes each. I learned many new techniques from the different teachers.

7. Visit to Cullowhee Valley School

6 EXCELLENT  GOOD  FAIR  POOR

Comments:
• I really loved this school!

8. Visit to Cherokee Elementary School

3 EXCELLENT  3 GOOD  FAIR  POOR

Comments:
• Wish I would have seen students.
• I wished the children were there!
• Just wish we could have met and interacted with the children.
• Due to the weather, we were not able to see the students at Cherokee School.

9. Visit to Cherokee Museum

6 EXCELLENT  GOOD  FAIR  POOR

Comments:
• It was good to see and understand more about the Cherokee Nation.
• 😊
• (2) I learned a lot of new information.

10. Visit to WCU Cherokee Center and tour of Cherokee

4 EXCELLENT  2 GOOD  FAIR  POOR

Comments:
• Roseanna Belt was great. She really kept it real and didn’t hold back. She really told us the truth about everything.
• Mrs. Belt was excellent and provided so much information about the Cherokees and their culture.

11. Visit PSY 321, Educational Psychology class

3 EXCELLENT 3 GOOD FAIR POOR

Comments:
• Loved the song performances and the discussion in class.

12. Diversity Dialogue

4 EXCELLENT 1 GOOD FAIR POOR 1 NOT MARKED

Comments:
• We had a great conversation and everyone was open to conversation.
• The best part; I was able to see their viewpoints. The dialogue was great!

13. WCU hosts (faculty and students) for the RUE Program

5 EXCELLENT 1 GOOD 1 FAIR POOR

Comments:
• (2) Everyone was very friendly and welcomed us with open arms.
• Everyone was so nice.
• Great host, in particular Kacey.
• I wish we were able to spend more time in the evenings with them. We me all of them the first night, but only saw one or two of the on a regular basis.

14. WCU evening activities

4 EXCELLENT 1 GOOD 1 FAIR POOR

Comments:
• Besides BSU, which was interesting, the African American film was great. Besides that, there wasn’t much to do with students.
• We ended up coming up with our own things because there was no WCU student involvement.

15. Would you recommend the RUE Program to fellow students who might be interested in participating next year?

6 YES NO
Please explain:
- I think this was very interesting and fun experience.
- Coming out here was a very different experience and I greatly enjoyed every bit of it.
- This experience was very interesting and a great learning experience. I learned a whole lot and I believe everyone should be able to have this experience to learn new things and open their minds to new things.
- I would because we were experiencing things that we might not do or be able to experience in a rural area.

16. Additional comments, suggestions or recommendations:
- Interaction between students needs to be improved. It was always one or two students who were with us. We didn’t get to interact well with the other students.
- Plan more activities where as the students really need to be there. I think that’s the biggest part I missed.
- It was a good learning experience. I just wish the students from Western could have come to more of the activities with us.
- Plan more time for us to spend with students from Western. There were a lot of schedule conflicts.

THANK YOU FOR PARTICIPATING IN THE RURAL URBAN EXCHANGE.
Western Carolina University
University Center Grandroom
Monday, November 19, 2007
Mu Eta Chapter Initiation

Rosamary Rogers, Associate Counselor
Laura Phillips, Associate Counselor
Lena Richie, Associate Counselor
Kim Elliott, Chapter Counselor
Casey Black, Historian
Chrisa Cone, Treasurer
Polly Rudolf, Secretary
Brandon Meeks, Vice-President-Elect
Amber Gilham, President

Mu Eta Chapter Officers
Kappa Delta Pi
2007-2008
Amber Gilliam, President

Welcome

Chapter Counselor
Kappa Delta Rho Elana C. Edwards
Office of Rural Education and Development
Kim Elliott, Director

Occupation
Professor
College of Education & Allied Health
Dr. Michelle Doubt, Dean

Introduction of Guests
Polly Hudgins, Secretary

Initiation of Members
Amber Gilliam, President

Keynote Address
Senator John Snow

Closet
Office for Rural Education is a campus of the University of North Carolina System.

http://ore.wcu.edu

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828-227-7353 (fax)
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Cullowhee, NC 28723
Vice Provost for the University of North Carolina Wilmington
122 South Campus Building
Office for Rural Education

KasyaP@wcu.edu
Assistant Director

Laurie Phillips
Program Coordinator

Office for Rural Education

School of Education
Emphasizing the education from preschool and K-12
Preparing and maintaining outstanding
Understanding the linkages of education
Improving the education profession

The Office for Rural Education (ORE)
Community and continuous initiatives in the education program activities to service with college access program. Will provide education in the state. ORE will provide education to better understand the access and current research and practice actions designed to most college of learning. In addition to improve schools in the Westarn services to the public schools in the Westarn

Serve Rural youth and their teachers.

Office for Rural Education (ORE)

Our primary mission within the University’s campus is to develop creative systems to better serve Rural schools and communities in the unique structures and needs of the Westarn North Carolina and to increase the effectiveness of the ORE.
To increase awareness of the Office for Rural
rural students
public affairs to provide services to
Collaborate with the WVU community and
Schools to WCCL
series on health for the community and public
In the use of existing resources and programs,
To promote development of new partnerships
Encourage students and community members
to develop, promote, and develop
To provide enhancements to
exemplary programming
Youth: school communities, and their communities.
To develop creative ways to foster new ideas.
and experiences in their learning
Collaborate with local Education Agencies
Use summer learning as a forum for
discussing education and learning of children,
to prepare students and teachers to work on their
plans for learning
and to make the transition from school to work.
To foster connections to and between programs and
link with other initiatives to foster awareness and
To work with representatives from local govern-
ment.

Goals, Objectives, and Strategic Actions
TEACHER RECRUITMENT, RURAL SCHOOLS AND STUDENT TEACHERS’ PERCEPTIONS OF EFFECTIVE TEACHER RECRUITMENT STRATEGIES IN NORTH CAROLINA

A Research Study

by

KIMBERLY LYNN ELLIOTT

May, 2008
ABSTRACT

TEACHER RECRUITMENT, RURAL SCHOOLS AND STUDENT TEACHERS’ PERCEPTIONS OF EFFECTIVE TEACHER RECRUITMENT STRATEGIES IN NORTH CAROLINA. (May, 2008)

Kimberly Lynn Elliott

The goal of this research study was to examine North Carolina student teachers’ perceptions of effective teacher recruitment strategies related specifically to rural schools. Presently there are not enough qualified teachers available to teach in classrooms in rural school systems in North Carolina. Rural schools are at a disadvantage to competitively recruit teachers. Effective teacher recruitment is a priority for public schools, but there is limited empirical research about the topic (Young, Rinehart & Heneman, 1993). This study attempted to fill this research void by examining teacher recruitment strategies for rural North Carolina school systems. The perceptions of North Carolina student teachers from 49 institutions of higher education with approved teacher education programs were investigated in the fall semester 2007. Student teachers were surveyed to determine differences in the perceptions of student teachers intending to teach in rural schools versus those intending to teach in urban schools. Survey items included various teacher recruitment strategies in the areas of interpersonal strategies, financial strategies, media strategies and technological strategies. This study examined the importance of financial incentives and the intent of student teachers who attended a university in a rural setting or lived in a rural hometown to teach in a rural school.

The results of this study indicated that student teachers living in rural hometowns and those who attended college in rural settings have a greater intention to teach in rural
schools than those student teachers who live or attend colleges in rural settings.

Recruitment strategies were grouped into the following categories: financial incentives (salaries, housing, loan forgiveness, scholarships, and relocation assistance); media strategies (brochures, newspapers, billboard, radio and TV); interpersonal strategies (job fairs, teacher cadet classes, FTA clubs, Teachers of Tomorrow Programs and face to face recruitment), and technology strategies (websites, PowerPoint, video webcasts, blogs, online job banks). The mean score for financial strategies was higher than the other categories of media, interpersonal and technology. Within financial strategies, rural school salary supplements, scholarship loans and assistance in locating housing were statistical significant recruitment strategies.

This study will inform rural teacher recruitment strategies. With limited time and resources, rural school systems will be able to focus on the recruitment strategies perceived as most effective by student teachers in North Carolina’s applicant pool.
Chapter I: Introduction

From the moment our children step into a classroom, new evidence shows that the single most important factor in determining their achievement today is not the color of their skin or where they come from; it’s not who their parents are or how much money they have. It’s who their teacher is. It’s the person who will brave some of the most difficult schools, the most challenging children, and accept the most meager compensation simply to give someone else the chance to succeed. (Obama, 2005, p. 5)

The nation needs talented, committed, well-prepared new teachers (Berry & Buxton, 2000). The demand for new teachers is estimated between 2 to 2.5 million through 2008, with more than 200,000 teachers needed annually nationwide. The demand for teachers is twofold encompassing not only need but also level of competency. School systems are recruiting teachers who meet the definition of “highly qualified” as defined by No Child Left Behind Legislation (United States Department of Education, 2006). Highly qualified teachers teach core academic subjects and meet the provisions of a bachelor’s degree, full state certification (licensure) as defined by the state, and demonstrated competency as defined by the state in each core academic area in which he or she teaches.
Highly qualified teachers are unequally distributed across school systems and disadvantaged students are much more likely to be served by less qualified teachers (Lankford, Loeb, & Wyckoff, 2002; Loeb & Page, 2000; Oakes, Gamoran, & Page, 1992). Rural school systems must serve disadvantaged students while contending with significant pressure to raise teacher quality to comply with NCLB and to meet the increasing demand for teachers in the next decade (Lankford, Loeb, & Wyckoff, 2002).

The definition of a rural school system is complex. Rural Maine may not be like rural Texas, which in turn may not be like rural Georgia or North Carolina. To define rural education or rural schools, it is necessary to define the term rural (Bosak & Perlman, 1982). The term rural was first used by the United States Bureau of the Census in 1874, to indicate the population of a county exclusive of any cities or towns with 8,000 or more inhabitants (Whitaker, 1992). For the purposes of this study, an operational definition of rural schools is a school or school system in a rural, non-metropolitan area or small town. The school is in a small place with 70% or more of the communities being rural and the school size is less than 600 students (United States Department of Education's Center for Education Statistics, 1987).

Although rural school systems make up two-thirds of the nation’s public schools (Robinson-Hornbuckle, 1991), “rural schools and rural education in developed nations are rarely written about or studied, except perhaps as anomalies” (De Young, 1991, p. xv). Rural school systems need to recruit highly qualified teachers for the future (Hartigan, 2002).
Castetter (1996) referred to recruitment as “those activities in personnel administration designed to make available the numbers and quality of personnel needed to carry on the work of the school system” (p. 42).

Many urban and suburban school systems have an aggressive competitive recruitment process, while many rural school systems have a less developed recruitment process. The teacher shortage in school systems is primarily in the areas of mathematics, science and special education (Darling-Hammond, 2001; Fideler, Foster, & Schwartz, 2000; Hartigan, 2002; Neumann, 1994). Schools already unable to compete in the recruitment process are uncertain about how to deal with the crisis situation in mathematics, science and special education (Feistritzer, 1998).

Recruiting teachers for rural settings requires targeting persons with rural backgrounds, attacking negative stereotypes surrounding rural schools and stressing the benefits of teaching in rural schools. Recruitment also requires the coordinated effort of the school and community (Harmon, 2001). A decade of research is correlated to student achievement and highly qualified teachers (Ferguson, 1998; Goldhaber, 2002; Goldhaber, Brewer, & Anderson, 1999; Hanushek, Kain, & Rivkin, 2002) consequently, in order to provide a good school, rural administrators must concentrate on the recruitment of quality teachers (Sergiovanni, 2000). A sound recruitment program will evolve only if there is adequate financial support provided to maintain it (Lowe, 2006). The dual goals of recruiting and retaining effective teachers are difficult to realize because of insufficient and sometimes dwindling resources. Current United States economic conditions are causing many states to roll back their expenditures on public education. “The people who dispense federal, state and local funds to education will be hard-pressed to determine
which programs raise the quality of teaching and assist in recruiting teachers with reliable strategies from informed empirical research” (Guarino, Santibanez, & Daley, 2006, p. 173).

Stakeholder groups comprised of teachers, administrators, students, parents and community and civic members should be involved in the efforts of recruitment planning for a plan to be successful (Webb & Norton, 2003). Stakeholders in rural communities demonstrate support of the recruitment plan through their involvement. The stakeholders should determine the budget, what the community has to offer, the values of the community, the vision for schools in the community, the vision for teaching and learning, new teacher pools of applicants, and strategies to use in the recruitment process. It takes a continuous focused effort in the recruitment of teachers to rural areas (Lowe, 2006; Webb & Norton, 2003). There is limited empirical research about teacher recruitment (Young, Rinehart, & Heneman, 1993) and it is focused primarily on applicant decisions in hiring. Rynes (1991) called for empirical studies about recruitment prior to the interview.

Statement of the Problem

Presently, there are not enough qualified teachers available to fill classrooms in the United States. Rural schools are at a disadvantage in the competitive process to recruit teachers. Effective teacher recruitment is a priority for public schools, but there is still limited empirical research about the topic (Young, Rinehart, & Heneman, 1993). Effective recruitment strategies for rural schools are needed to positively impact teacher recruitment efforts.
Purpose of the Study

The purpose of this study is to research the perceptions of student teachers with regard to effective teacher recruitment strategies in rural schools. The question, “Will student teachers and interns who plan to work in rural school systems differ from student teachers and interns who plan to work in urban school systems in terms of what they perceive to be effective recruitment strategies?”

Significance of the Study

Given what is at stake with the issues for teacher recruitment in North Carolina and the nation, it is reasonable that evidence concerning teacher recruitment strategies for rural schools and student teachers’ perceptions related to teaching in a rural school should be investigated.

Rural schools are at a disadvantage in the competitive process to recruit teachers. Effective teacher recruitment is a priority for public schools, but there is still limited empirical research about the topic (Young, Rinehart, & Heneman, 1993). Effective recruitment strategies for rural schools are needed to positively impact teacher recruitment efforts. This study attempts to fill a void in the research examining teacher recruitment strategies for rural North Carolina school systems. The perceptions of North Carolina student teachers from 49 institutions of higher education with approved teacher education programs were investigated in the fall semester 2007. Student teachers were surveyed to determine the differences in the perceptions of student teachers intending to teach in rural schools versus those who intend to teach in urban schools with regard to various teacher recruitment strategies in the areas of interpersonal strategies, financial strategies, media strategies and technological strategies. This study
explored the importance of financial incentives and the intent of student teachers who
attended a university in a rural setting or lived in rural home town to teach in a rural
school.
Chapter II: Results

Results of the study that analyzed the student teachers’ perceptions of fall 2007 North Carolina student teachers from approved teacher education programs are presented in this chapter. The study explored the questions of intent to work in rural schools and which category of teacher recruitment strategies was perceived as most effective by the student teachers.

The following tables display participant descriptive demographic data. This data includes participants’ hometowns, gender, ethnicity, teaching as a first career, teaching as a second career, rural/urban university attendance, and the percentage of total sample size from each university.

*Participant Descriptive Data*

Table 1

Participants’ Hometown

<table>
<thead>
<tr>
<th>Hometown</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>148</td>
<td>64.6</td>
</tr>
<tr>
<td>Urban</td>
<td>81</td>
<td>35.4</td>
</tr>
</tbody>
</table>

Table 2

Gender of Participants

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.5%</td>
<td>Male</td>
</tr>
<tr>
<td>83.5%</td>
<td>Female</td>
</tr>
</tbody>
</table>
Table 3

Participants’ Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>4.3%</td>
</tr>
<tr>
<td>Asian American</td>
<td>.9%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.3%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>89.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Table 4

Teaching as a First or Second Career Choice

<table>
<thead>
<tr>
<th>Career Choice</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Career</td>
<td>86.5%</td>
</tr>
<tr>
<td>Second Career</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

Table 5

Rural/Urban University Attendance

<table>
<thead>
<tr>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural University</td>
<td>54.0%</td>
</tr>
<tr>
<td>Urban University</td>
<td>45.7%</td>
</tr>
<tr>
<td>No response</td>
<td>.3%</td>
</tr>
</tbody>
</table>
Table 6
Participants’ University

<table>
<thead>
<tr>
<th>Name of Participants’ University</th>
<th>Percentage of Attendance by Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State</td>
<td>4.3%</td>
</tr>
<tr>
<td>Barton</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Campbell</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Catawba</td>
<td>.4%</td>
</tr>
<tr>
<td>Chowan</td>
<td>.4%</td>
</tr>
<tr>
<td>East Carolina</td>
<td>2.2%</td>
</tr>
<tr>
<td>Elon</td>
<td>.4%</td>
</tr>
<tr>
<td>Fayetteville State</td>
<td>.4%</td>
</tr>
<tr>
<td>Gardner Webb</td>
<td>.4%</td>
</tr>
<tr>
<td>J.C. Smith</td>
<td>.9%</td>
</tr>
<tr>
<td>Lees McRae</td>
<td>13.5%</td>
</tr>
<tr>
<td>Lenior Rhyne</td>
<td>.9%</td>
</tr>
<tr>
<td>Montreat</td>
<td>.4%</td>
</tr>
<tr>
<td>NC State</td>
<td>11.0%</td>
</tr>
<tr>
<td>Queens</td>
<td>.4%</td>
</tr>
<tr>
<td>Salem</td>
<td>.4%</td>
</tr>
<tr>
<td>UNC-Asheville</td>
<td>.4%</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>28.7%</td>
</tr>
<tr>
<td>UNC-Charlotte</td>
<td>.9%</td>
</tr>
<tr>
<td>UNC-Wilmington</td>
<td>8.7%</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>23.0%</td>
</tr>
</tbody>
</table>
Results Related to Hypothesis One

With regard to financial incentives, the hypothesis related to the financial recruitment strategies (salaries, housing, loan forgiveness, scholarships, relocation assistance) was more highly rated than the media strategies (brochures, newspapers, billboards, radio, TV), interpersonal strategies (job fairs, teacher cadet classes, FTA clubs, Teachers of Tomorrow Programs and face to face recruitment), and technology strategies (websites, PowerPoint, video, webcasts, blogs, online job banks).

A t-test was used to determine the difference between media based strategies and financial strategies. The mean score for media based strategies was 2.7; the mean score for financial strategies was 3.4 with a statistical significance of $t = 16.79$ with 228 degrees of freedom and a significance level $p = .009$. There is statistical significance.

Table 7
Correlation of Media Recruitment Strategies
(Spearman’s Rho)

<table>
<thead>
<tr>
<th></th>
<th>Brochure</th>
<th>Billboard</th>
<th>Newspaper</th>
<th>Mass Ad</th>
<th>Mass Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.216(**)</td>
<td>.207(**)</td>
<td>.155(**)</td>
<td>.189(**)</td>
<td></td>
</tr>
<tr>
<td>Significance (1-tailed)</td>
<td>.001</td>
<td>.001</td>
<td>.010</td>
<td>.002</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>229</td>
<td>229</td>
<td>229</td>
<td>223</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (1-tailed).
Table 8
Paired Samples – Media and Financial Recruitment Strategies

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media</td>
<td>2.728</td>
<td>229</td>
<td>.69649</td>
<td>.04603</td>
</tr>
<tr>
<td>Financial</td>
<td>3.4405</td>
<td>229</td>
<td>.40889</td>
<td>.02702</td>
</tr>
</tbody>
</table>

Table 9
Correlation of Media and Financial Recruitment Strategies

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media - Financial</td>
<td>229</td>
<td>.420</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table 10
Paired Samples Test – Media and Financial

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media - Financial</td>
<td>-.71275</td>
<td>.64258</td>
<td>.04246</td>
</tr>
</tbody>
</table>

Paired Differences

95% Confidence Interval

<table>
<thead>
<tr>
<th>of the Difference</th>
<th>t</th>
<th>df</th>
<th>Significance (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media - Financial</td>
<td>-.79642</td>
<td>-.62908</td>
<td>-16.785</td>
</tr>
</tbody>
</table>
The mean score of financial incentives was 3.4; the mean score of interpersonal strategies was 3.2; \( t = 8.03 \) with 228 degrees of freedom and a significance level of \( p = .009 \). There was statistical significance.

Table 11

Paired Samples – Financial and Interpersonal Recruitment Strategies

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>3.4405</td>
<td>229</td>
<td>.40889</td>
<td>.2702</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>3.2234</td>
<td>229</td>
<td>.45876</td>
<td>.03032</td>
</tr>
</tbody>
</table>

Table 12

Paired Samples Test – Financial and Interpersonal Recruitment Strategies

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial - Interpersonal</td>
<td>.21711</td>
<td>.40894</td>
<td>.02702</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Lower</th>
<th>Upper</th>
<th>t</th>
<th>df</th>
<th>Significance (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial – Interpersonal</td>
<td>.16387</td>
<td>.27036</td>
<td>8.034</td>
<td>228</td>
<td>.000</td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The mean score of financial incentives was 3.4; the mean score of technological strategies was 2.88; t = 15.29 with 228 degrees of freedom and a significance level of p = .009.

Table 13

Paired Samples – Financial and Technological

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>Std. Error</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>3.4405</td>
<td>229</td>
<td>.4089</td>
<td>.02702</td>
<td></td>
</tr>
<tr>
<td>Technological</td>
<td>2.8821</td>
<td>229</td>
<td>.62140</td>
<td>.04106</td>
<td></td>
</tr>
</tbody>
</table>

Table 14

Correlation of Financial and Technological Recruitment Strategies

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial - Technological</td>
<td>229</td>
<td>.488</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table 15

Paired Samples Test – Financial and Technological Recruitment Strategies

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Std. Error</td>
<td>Mean</td>
</tr>
<tr>
<td>Financial - Technological</td>
<td>.55845</td>
<td>.55276</td>
<td>.03653</td>
<td></td>
</tr>
</tbody>
</table>
Table 15 Continued

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>95% Confidence Interval</th>
<th>t</th>
<th>df</th>
<th>Significance (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial –</td>
<td>.48648</td>
<td>.63043</td>
<td>15.289</td>
<td>228</td>
</tr>
</tbody>
</table>

Technological

Results Related to Hypothesis Two

There was a positive relationship between the likelihood of a student teacher’s intent to work in a rural school and the degree to which they value financial incentives (a) salary, (b) loan forgiveness, (c) scholarship loans, (d) provision of housing, (e) relocation expenses, (f) salary supplements, and (g) assistance in locating housing.

The degree to which the student teachers expressed interest in working in a rural school and the value they place on the seven financial recruitment strategies A-G was correlated.

Table 16

Correlation of Financial Incentive Recruitment Strategies

(Spearman’s Rho)

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Salary</th>
<th>Loan Forgiveness</th>
<th>Scholarship Forgiveness</th>
<th>Provision of Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.052</td>
<td>.061</td>
<td>.155(**)</td>
<td>.085</td>
</tr>
<tr>
<td>Significance (1-tailed)</td>
<td>.216</td>
<td>.178</td>
<td>.009</td>
<td>.100</td>
</tr>
<tr>
<td>N</td>
<td>229</td>
<td>229</td>
<td>229</td>
<td>229</td>
</tr>
</tbody>
</table>
Table 16 Continued

<table>
<thead>
<tr>
<th></th>
<th>Relocation Funds</th>
<th>Salary Supplement</th>
<th>Assistance Locating Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.031</td>
<td>.170(**)</td>
<td>.180(**)</td>
</tr>
<tr>
<td>Significance (1-tailed)</td>
<td>.320</td>
<td>.006</td>
<td>.004</td>
</tr>
<tr>
<td>N</td>
<td>229</td>
<td>223</td>
<td>223</td>
</tr>
</tbody>
</table>

**Correlation was significant at the 0.01 level (1-tailed).

a. The correlation of the value placed on salary increases and working in rural schools was R = .052; p = .22. There was no relationship.

b. The correlation of the value of loan forgiveness and interest in working in rural schools was R = .06; p = .18. There was no relationship.

c. The relationship of working in rural schools and scholarship loans was statistically significant. R = .155; p = .009.

d. The correlation of interest in working in rural schools and the value placed on the provision of housing was not statistically significant. R = .085; p = .1.

e. The correlation of working in rural schools and the provision of relocation expenses were not statistically significant. R = .03; p = .32.

f. The relationship of working in rural schools and salary supplements was statistically significant. R = .17; p = .006.

g. The relationship of working in rural schools and assistance in locating housing was significant. R = .18; p = .004.
Results Related to Hypothesis Three

Hypothesis three stated there will be no difference in the gender of the participant and the intent to work in rural schools.

Gender and the intent to work in rural schools average rating for males was 2.77; females 2.95. $t = 1.04$ with 221 degrees of freedom and a significance value of .15 there was no statistical significance.

Table 17

Gender of Participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>31</td>
<td>2.77</td>
<td>.805</td>
<td>.145</td>
</tr>
<tr>
<td>Female</td>
<td>192</td>
<td>2.95</td>
<td>.873</td>
<td>.063</td>
</tr>
</tbody>
</table>

To what extent do you want (intend) to work in a rural school system?

Levene’s Test for Equality of Variances

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>.075</td>
<td>.785</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 17 Continued

<table>
<thead>
<tr>
<th>Equal variances assumed</th>
<th>t</th>
<th>df</th>
<th>Significance (2-tailed)</th>
<th>Mean Difference</th>
<th>Standard Error Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1.039</td>
<td>221</td>
<td>.300</td>
<td>-.174</td>
<td>.167</td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-1.102</td>
<td>42.242</td>
<td>.277</td>
<td>-.174</td>
<td>.158</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
</tr>
<tr>
<td>Equal variances assumed</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

Results Related to Hypothesis Four

Hypothesis four stated students from rural hometowns will have a greater interest in working in rural schools.

Table 18

<table>
<thead>
<tr>
<th>Hometown</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>148</td>
<td>3.23</td>
<td>.792</td>
<td>.065</td>
</tr>
<tr>
<td>Urban</td>
<td>81</td>
<td>2.31</td>
<td>.736</td>
<td>.082</td>
</tr>
</tbody>
</table>
Table 18 Continued

To what extent do you want (intend) to work in a rural school system?

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Equal variances assumed</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Equal variances assumed</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>Lower</td>
</tr>
<tr>
<td>Equal variances assumed</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

The mean score for rural hometowns was 3.2 with a mean score from urban hometowns 2.3; t = 8.63 with 227 degrees of freedom and a significance value of p = .009. There was statistical significance.
Results Related to Hypothesis Five

Hypothesis five theorized students who have gone to college in rural settings will be more likely to have the intention to work in a rural school.

Table 19

University/College Setting

<table>
<thead>
<tr>
<th>University/College Setting</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>124</td>
<td>3.24</td>
<td>.769</td>
<td>.069</td>
</tr>
<tr>
<td>Urban</td>
<td>105</td>
<td>2.50</td>
<td>.856</td>
<td>.084</td>
</tr>
</tbody>
</table>

To what extent do you want (intend) to work in a rural school system?

Levene’s Test for Equality of Variances

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>4.567</td>
<td>.034</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

t-test for Equality of Means

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Significance</th>
<th>Mean</th>
<th>Standard Error</th>
<th>Mean Difference</th>
<th>Standard Error Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>6.861</td>
<td>227</td>
<td>.000</td>
<td>.737</td>
<td>.107</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>6.800</td>
<td>211.258</td>
<td>.000</td>
<td>.737</td>
<td>.108</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 19 Continued

<table>
<thead>
<tr>
<th></th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>.525</td>
<td>.949</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.523</td>
<td>.951</td>
</tr>
</tbody>
</table>

The mean for students attending college in a rural setting was 3.2 with a mean of 2.5 for those attending college in an urban setting. The t-test reveals $t = 6.86$ with 227 degrees of freedom and a p value of .009. There was statistical significance.

**Summary of Results**

There was statistical significance in hypothesis one with regard to financial strategies being more highly rated by the student teachers than the strategies involving media, interpersonal contact, and technology. The results of this study allowed for the acceptance of hypothesis one.

Hypothesis two was accepted in part with regard to student teachers intending to teach in rural schools and the value they place on financial recruitment strategies. There was not a statistically significant relationship with the financial strategies involving salary increases, loan forgiveness, provision of housing, or relocation expenses. There was, however a statistically significant relationship of value placed by the student teachers, on scholarship loans, salary supplements at the local school system level, and assistance in locating housing.
The results of this study allowed for the acceptance of hypothesis three stating that there will be no difference in the gender of the participant and the intent to work in rural schools. The gender of the student teacher was not a determinant in the decision to work in a rural school.

Hypothesis four was accepted based on the data analysis of students from rural hometowns having a greater interest in working in rural schools. There was statistical significance in this relationship.

Additionally, hypothesis five was accepted. Student teachers attending universities in rural setting were more likely to have the intention to work in rural schools than those student teachers attending universities in an urban setting.
Chapter III: Discussion

This chapter provides a discussion of the results of this study. Topics include the parameters of the study; significant findings; an interpretation of the findings; potential contributions to the field; recommendations for future research, limitations of the study and a summary of the study.

Parameters of the Study

This study was limited to fall 2007 student teachers enrolled in approved teacher education programs in North Carolina. The focus on student teachers can be considered a strength of the study. There are no studies found from 1970-2007 that researched the perceptions of student teachers regarding teacher recruitment strategies. Specific research within this study focuses on student teachers’ perceptions of effective recruitment strategies for rural North Carolina schools.

Conclusions and Significant Findings

Young, Rinehart and Heneman (1993) studied applicants’ decisions in hiring and called for empirical studies about teacher recruitment and Rynes (1991) called for research prior to the interview with regard to hiring. The findings from the survey of student teachers’ perceptions regarding effective teacher recruitment strategies and intent to teach in rural schools in this study was significant with regard to financial strategies, and the teachers who intend to teach in rural schools.

Research hypothesis one was supported by reports that financial strategies for teacher recruitment were more highly valued by student teachers than were the media strategies, interpersonal strategies or the technological strategies.
Research hypothesis two was substantiated in part with regard to student teachers intending to teach in rural schools and the value they place on financial recruitment strategies. There was not a statistically significant relationship with the financial strategies involving salary increases, loan forgiveness, provision of housing, or relocation expenses. There was, however, a statistically significant relationship of value placed by the student teachers, on scholarship loans, salary supplements at the local school system level, and assistance in locating housing.

Research hypothesis three stated that there will be no difference in the gender of the participant and the intent to work in rural schools is supported fully. The gender of the student teacher was not a determinant in the decision to work in a rural school.

Hypothesis four was based on the data analysis of students from rural hometowns having a greater interest in working in rural schools. There is statistical significance in this relationship. Students from rural hometowns have a greater interest in working in rural schools than student teachers from urban hometowns.

Research hypothesis five was supported with regard to student teachers attending universities in rural settings being more likely to intend to work in rural schools than those student teachers attending universities in an urban setting.

Interpretation

The analysis of the results of this study confirmed the importance of financial strategies in teacher recruitment. Hypothesis two lent some surprising findings with regard to which financial strategies were most highly valued by student teachers intending to teach in rural schools. It is important for rural systems to explore the strategies of scholarship loans, salary supplements and assistance in locating housing.
These recruitment strategies are within a rural school system’s locus of control. It is interesting to note that state salaries were not statistically significant with regard to the value placed on financial strategies by the student teachers. This may be explained by the North Carolina state teacher salary system and the minimal control teachers and local school systems have in increasing the *North Carolina State Teacher Salary Schedule*.

It is also motivating for rural school systems to be responsive to the findings that student teachers do not value the provision of relocation expenses and provision of housing; however they do value assistance in locating their own housing. This finding may speak to the personal choice teachers value in locating their own housing as opposed to having housing they did not choose provided for them.

Student teachers from rural hometowns and student teachers who have attended a university in a rural setting are more likely to have the intention to work in a rural school. Possible explanations for these findings were based upon the work of Darling-Hammond and Sclan (1996) and Loeb and Wyckoff (2004). The familiarity with rural settings creates a sense of security within the student teacher that allows for the *known* as opposed to the *unknown* to escort them into a new career. The beginning teachers’ careers are supported by the familiarity with a rural school and a rural setting.

*Potential Contributions to the Field*

The research on teacher recruitment is limited. Researchers have been unable or unwilling to survey large groups of teachers, thus few empirical research studies have been conducted in the area of recruitment strategies and the perceptions of teachers regarding recruitment strategies. The literature revealed surveys requesting information from superintendents and principals, but rarely, if ever are teachers surveyed on the topic.
of teacher recruitment. Young, Rinehart and Heneman (1993) studied applicants’ decisions in hiring and called for empirical studies about teacher recruitment. Rynes (1991) called for empirical research about teacher recruitment prior to the hiring interview. Given the limitations in empirical research on teacher recruitment strategies, this dissertation has the potential to contribute to the field by surveying student teachers and gleaning their perceptions of effective teacher recruitment strategies for rural schools.

Recommendations for Future Research

The results of this study contributed to the body of research on teacher recruitment strategies and the interpretation of this study’s findings have implications for further research. The following are suggestions for future research:

- Replicate the study with student teachers in adjoining states with similar rural to urban ratios.
- Expand the teacher recruitment strategies within the four categories of financial, media, interpersonal and technological and replicate the study in North Carolina.
- Replicate the study longitudinally to investigate changes in the student teachers’ perceptions.
- Expand this study to assess additional categories of recruitment strategies: financial, media, interpersonal and technological. Each category could serve as a stand alone empirical study.
- Replicate the study with the support of the North Carolina Department of Public Instruction (NCDPI) and the University of North Carolina General Administration (UNC-GA) to increase the return rate and the number of participants.
Limitations of the Study

Limitations were incurred during this study. The fall 2007 student teacher participant sample is significantly smaller than the spring semester student teaching assignment sample in the state of North Carolina. The researcher relied on email, phone and personal contact with field experience directors in the approved teacher education programs in North Carolina to distribute surveys to their fall 2007 student teachers. This system of survey distribution would be enhanced with sponsorship of future research by North Carolina Department of Public Instruction (NCDPI) and University of North Carolina – General Administration (UNC-GA).

Summary

In summary, it can be concluded that the research questions were answered as a result of this study as was expected given the limited literature on teacher recruitment strategies for rural schools. The research undertaken in this study is important because it takes into account teachers’ perceptions as evidence informed practice (Learmonth, 2003) to provide the research base for educational decisions. Teachers’ perceptions and judgment have rarely informed a body of research. The unanticipated findings related to the financial strategies student teachers intending to teach in rural schools value most will provide guidance for rural school systems’ teacher recruitment planning. Scholarship loans, local salary supplements and assistance with the location of housing are all within the control of rural schools working collaboratively with their stakeholders. The literature was mixed in the findings regarding the male and female intentions related to teaching in urban or rural schools. It is important to note that for fall 2007 student teachers in North Carolina gender was not a determinant for the intention to teach in rural
schools. It is vital for rural schools to be aware that students from rural hometowns and
students who attended a university located in a rural setting are more likely to have the
intention to work in a rural school. This awareness has implications for recruitment
travel, planning, and funding for the strategies of financial, media, interpersonal and
technological recruitment of student teachers in North Carolina.

Based on this study, rural school systems in North Carolina will be effective in
teacher recruitment providing they recruit from pools of teacher candidates who have
lived in and/or attended universities in rural settings. Both male and female candidates
should be equally targeted with recruitment initiatives. North Carolina rural school
systems that provide scholarship loans, local salary supplements, and assistance for
locating housing have the potential to more effectively recruit student teachers enrolled in
student teaching with approved teacher education programs in the fall of 2007.
References


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233
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Survey

Informed Consent Form
Survey of Teacher Recruitment Strategies

I. Purpose of this Research/Project
The purpose of this study is to research the perceptions of student teachers in North Carolina with regard to effective teacher recruitment strategies for rural school systems.

II. Procedures
Participants in this study will complete an online survey. The participants will indicate their agreement with teacher recruitment strategies by responding to a four-point scale. Participant will submit their responses to the survey by "clicking" the submit button at the end of the survey questions. Completing the survey is voluntary.

III. Risks
There are no known risks to completing the survey online.

IV. Benefits
The benefits to the participants will be a contribution to the future of teaching in North Carolina, by adding to the literature concerning effective teacher recruitment strategies.

V. Extent of Anonymity and Confidentiality
Anonymity is in the decision-making power of the participants. The participant can choose to submit their email address, so that research findings may be emailed to them or they can choose to leave the email address blank.

VI. Compensation
If participants choose to submit their email address, they will be included in a drawing for two $100.00 gift cards to Wal-mart. If they are one of the two winners, they will need to provide a mailing address so the gift card can be mailed to them.

VII. Freedom to Withdraw
There is no financial compensation involved in completing the online survey. The participant may discontinue the survey at any time.

VIII. Approval of Research
This research project has been approved, as required, by the Institutional Review Board of Appalachian State University and Western Carolina University.

IX. Participant's Responsibilities
I voluntarily agree to participate in this study. I have the following responsibilities:
I agree to complete the online survey.

* Having read the material above, please select one of the following:

☐ I consent to participate in this survey and wish to proceed.

☐ I DO NOT consent to participate and would like to withdraw.
For the purposes of this survey, a rural school is defined as a school or school system in a rural, non-metropolitan area or small town. The school is in a small place with 70% or more of the surrounding communities being rural and the school size is determined to be less than 600 students.

* To what extent do you want (intend) to work in a rural school system?

Select

* Based on the definition above, how would you describe your hometown?

- Rural
- Urban

The following questions are concerned with your perceptions about the usefulness or effectiveness of various job recruitment strategies for teachers. Please respond as indicated below.

To what extent do you believe each of the following would be an effective recruitment strategy?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary increases for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education loan forgiveness plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher scholarship loans</td>
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<tr>
<td>Providing housing for teaching</td>
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<tr>
<td>Providing relocation expenses and summer employment opportunities</td>
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<td>Providing a mentor for teachers</td>
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<td>A school system’s web site</td>
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<td>A video or PowerPoint presentation</td>
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<td>A school system brochure</td>
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<tr>
<td>Middle and high school programs for students focusing on teacher recruitment (examples: teacher cadet, teachers of tomorrow and Future Teachers of America)</td>
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<td>Highway billboards</td>
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<tr>
<td>Strategies to target second career and lateral entry teaching applicant pools</td>
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<td>Initiatives to target teacher assistants and paraprofessionals</td>
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<td>Partnerships with community colleges and universities</td>
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<td>Job fairs</td>
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<td>Newspaper ads</td>
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<td>On-line job banks</td>
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<td>Bonuses, stipends, and salary supplements</td>
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<td>Mass media (TV and radio ads)</td>
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<td>Assistance locating appropriate housing</td>
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</tbody>
</table>

*What college or university do you currently attend?*

Select

How old are you?

Are you entering the teaching field as your first or second career?

- Teaching will be my first career.
- Teaching will be my second career.

*Please select your gender.*

Select

Please select one from the following that best describes your ethnic background.

Select
Are you a legal resident of North Carolina?

Select

What is your county of residence in NC?

Select

Two participants will be randomly selected and awarded a $100 Wal-Mart gift card. Please enter your email address below if you wish to be considered for this random drawing. Please be sure to enter your entire email address. We are not responsible for inaccurate or out-of-date email addresses.
