**INITIAL PROGRAMS**

**Primary professional disposition of concern:** Teacher candidates admitted to the program in January 2012 who scored low on the professional dispositions ratings have one thing in common. They each scored one (lowest score on scale of 1-4) in *time management*. It seems this warrants an intervention. Any ideas? Would a Winter-Term week-long session in time management help reduce this problem? Should we pair up such students with seniors (acting as peer mentors) who do not have TM problems? What are your thoughts? See the chart to the right.

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**Figure 1. Frequency of the 4 highest Professional Disposition Concerns of a sample of 8 Students admitted into the Initial Programs in January 2012**

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**NCATE – CAEP INSIGHTS**

The two major accrediting agencies, National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC) have merged and will start operating as one agency, the Council for the Accreditation of Educator Preparation (CAEP) in 2013. CAEP will serve as the single accreditor offering institutions three options to choose from for accreditation:

1. Continuous Improvement
2. Transformative Initiative
3. Inquiry Brief

We will use the Continuous Improvement (CI) option.
Brainstorm innovative programs:

Elon University’s academic provost would like all Elon University graduate program faculty to think out of the box for ideas on unique programs. After our initial brainstorming session, faculty suggested the following:

- A meaningful extension of Jean’s struggling readers’ program or Joan’s, or Mary’s programs, etc.
- A literacy masters, for middle grades
- Second Language learning program
- Inter-disciplinary discussions with law, business, and health sciences
- Masters in Health (Resa)
- A “carrot” course that might draw in interest to the program
- Offering masters in oversees setting (Costa Rica & neighboring countries, embassies, etc.)
- Additional tracks for current & former masters’ students
- 4 + 1 MAT program with mentoring and an extended internship

M.Ed. Recruiting Updates

From October, 2011 to date, ABSS & Graduate Admissions have assisted us in inviting about 40 teachers to program information sessions. We will continue to actively seek out potential students till April 2012. We are also conducting a graduate programs’ needs assessment in all the neighboring counties (See attachment and make final edits).

Faculty & Scholarship: A sample of faculty who are engaged in scholarship this year include: Jean Rohr (Oak Foundation Grant & AERA presentation); Cherrel Dyce (3 presentations & a publication); Kat Rands (a publication & a presentation in Taiwan); Alexa Darby & Mary Knight McKenna (Presentation at AERA & Ireland); Heidi Hollingsworth, Terry Tomasek, Ayesha Delpish (Elon Award); Angela Ansah (chapter accepted). To be continued.

Faculty Award: Glenda Crawford, professor of Gifted Education and Director of Teaching Fellows was honored as the North Carolina Professor of the Year, 2012. The U.S. Professors of the Year program salutes the most outstanding undergraduate instructors in the country—those who excel in teaching and positively influence the lives and careers of students. Sponsored by CASE and The Carnegie Foundation for the Advancement of Teaching, it is the only national program to recognize excellence in undergraduate teaching and mentoring. In recognizing faculty members who display superb teaching skills, the U.S. Professors of the Year program gives institutions more than just bragging rights. The awards focus attention on excellence in undergraduate teaching and mentoring. In recognizing faculty members who display superb teaching skills, the U.S. Professors of the Year program gives institutions more than just bragging rights. The awards focus attention on excellence in undergraduate teaching and mentoring. In recognizing faculty members who display superb teaching skills, the U.S. Professors of the Year program gives institutions more than just bragging rights. The awards focus attention on excellence in undergraduate teaching and mentoring. In recognizing faculty members who display superb teaching skills, the U.S. Professors of the Year program gives institutions more than just bragging rights. The awards focus attention on excellence in undergraduate teaching and mentoring. In recognizing faculty members who display superb teaching skills, the U.S. Professors of the Year program gives institutions more than just bragging rights. The awards focus attention on excellence in undergraduate teaching and mentoring. In recognizing faculty members who display superb teaching skills, the U.S. Professors of the Year program gives institutions more than just bragging rights. The awards focus attention on excellence in undergraduate teaching and mentoring. In recognizing faculty members who display superb teaching skills, the U.S. Professors of the Year program gives institutions more than just bragging rights. The awards focus attention on excellence in undergraduate teaching and mentoring. In recognizing faculty members who display superb teaching skills, the U.S. Professors of the Year program gives institutions more than just bragging rights. The awards focus attention on excellence in undergraduate teaching and mentoring.

Unit “The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. Also known as the “professional education unit.” The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.” p. 92

DATA INFORMED PROGRAM CHANGES

Reviewing (assessment tools of) the Assessment System

During Winter Term 2012 all the current assessment tools were reviewed for the following:

- Alignment with national standards, state standards, and the school’s conceptual framework
- Gaps and overlaps of concepts
- Uniformity of expression

Faculty will review the results, suggestions, and discuss ways to streamline assessment tools and processes.