In the table below are standard descriptors of Evidence 6 which were not met by 25% or more of the participating students. Let's discuss.

<table>
<thead>
<tr>
<th>Evidence Descriptors</th>
<th>Met%</th>
<th>Not Met%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b.3 Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan</td>
<td>58.8</td>
<td>41.2</td>
</tr>
<tr>
<td>1c.1 Participates in professional development and growth activities</td>
<td>61.8</td>
<td>38.2</td>
</tr>
<tr>
<td>5b.1 Actively participates in recommended activities for professional learning and development</td>
<td>66.2</td>
<td>33.8</td>
</tr>
<tr>
<td>1.b2 Identifies the characteristics or critical elements of a school improvement plan</td>
<td>69.1</td>
<td>30.9</td>
</tr>
<tr>
<td>2e.1 Communicates and collaborates with the home &amp; community for the benefit of the students</td>
<td>73.5</td>
<td>26.5</td>
</tr>
<tr>
<td>1c.2 Begins to develop professional relationships and networks</td>
<td>75</td>
<td>25 (23.5)</td>
</tr>
</tbody>
</table>

Despite the low response rate on the self-perception surveys, patterns are emerging:

- **2010 Graduates, 2 years Out**
  - Lead workshops in School Improvement Plans
  - Some continue to work toward National Board Certification
  - Do not serve on PLCs
  - Both groups actively research for information on professional issues
  - Both do not subscribe to professional journals, present at professional conferences, nor author or co-author journal articles

- **2011 Graduates, 1 year Out**
  - Lead workshops in staff technology training, Prezis, virtual fieldtrips, ebooks, reading 3D training, etc
  - No additional certification sought
  - Have not joined professional organizations
  - Serve on PLCs

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**Advanced Programs**

**Alumni Association (5-Year—plan)**

The establishment of an alumni association is part of the Master of Education Program’s five-year plan. A test to determine alumni buy-in yielded an initial interest of about 25 dedicated alum. The inaugural meeting on October 4th began with a cocktail (sponsored by Graduate Admissions), dinner, and complimentary tickets to Maya Angelou’s evening at Elon. A vision and mission will be finalized shortly.

**Comparing Graduates 1 Year and 2 Years in the Field (M.Ed. 2011 & 2010)**

Despite the low response rate on the self-perception surveys, patterns are emerging:

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**INITIAL PROGRAMS**

**Elementary Education Evidences: Statewide Pilot Results 2012**

For Evidence 6: Candidates demonstrate leadership and collaboration.

**MET = 34% NOT MET = 66%**

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**UNIT ASSESSMENT BULLETIN**

Oct. 9, 2012

**The Unit**

**Congratulations: Scholarship, Grants & Unit—Community Impact**

- **Dr. Cherrel Miller Dyce:** The Distinguished, Intellectual, Virtuous, Academic Sistas, DIVAS Collective is an academic and social support group for early career Black women Ph.D.s and doctoral students. Formed by Dr. Dyce in 2009, DIVAS Collective held its inaugural conference at Elon on Oct. 6, 2012.

- **Dr. Deborah Long:** The Burroughs Wellcome Fund awarded Dr. Long a grant in the amount of $169,170 to support her project titled “Let’s Move Elon Academy... an Urban Roots Experience.”

- **Dr. Jean Rattigan-Rohr:** The Oak Foundation has extended and quadrupled its initial grant award for Dr. Rohr’s It Takes a Village Project.

- **Dr. Jeff Carpenter, Dr. Kim Pyne, & Prof. Janice Richardson** co-presented at the NC Forum on a novel approach to engaged internship. Dr. Carpenter also co-presented with faculty from Wake Forest & UNCG on the various expressions of Evidence Six.

- **Professor Janice Richardson:** The Mathematics Specialty Professional Association has selected Prof. Richardson as an evaluator-in-training for awarding National Recognition status to Math Education Programs.
**ADVANCED PROGRAM PROGRESSION**

During the 2011-2012 academic year, the M.Ed. program revisions were fully implemented. Based on operational issues and anecdotal data resulting from the changes made, faculty decided on the following:

- Begin student review of research literature early during the advanced psychology class
- Extend student time working on the curriculum product beyond the three week course in the summer into an independent project (similar format to the other two products)
- Maintain the process of portfolios for three products (a program hallmark)

**INITIAL PROGRAM ACTIVE RECRUITING:**

In response to the relatively high interest of Freshmen in Education programs, and the low enrollment during junior year, E-SPLASH (Education Student Professionals Learning Amid Social Happenings), was formed.

“This social organization serves to inform and reach out to Elon students, faculty, staff and departments in order to communicate to the broader campus community about the value, importance, significance, and opportunity of a career in education. The student driven group will hold regular social events with the goal of reaching out to all Elon students to recruit and retain them as future educators. The group focuses on students connected with the School of Education, but is open to members of the Elon community who devote their time, energy, and passions to education.”  

Mark Enfield

**PREPARATION FOR THE NCATE/CAEP VISIT:**

1ST TARGET CHOICE

**How is Movement Toward Target considered in the Accreditation Decision?**

The Unit Accreditation Board will render an accreditation decision based on whether standards are being met. In addition, the board will grant a distinct decision on Movement Toward Target based on the same criteria used at the onsite BOE review.

**TARGET**

Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.

**MOVING TOWARD TARGET**

Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.

**INSUFFICIENT PROGRESS**

Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

**THE SIX NCATE STANDARDS**

Continued....

**Standard 4:** The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

**Standard 5:** Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Standard 6:** The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.