Admission Process:
The rolling admission process is to be maintained but it will have additional structure. The rolling admission allows students ample time to meet admission requirements and undecided students time to declare their major. The additional structure will help with classifying & monitoring probationary candidate admissions.

On average 50% of the candidates who take the Grammar Competency Test, which is one of the admission requirements, fail at their first attempt. At their second attempt 82% to 100% fail. We are in discussion on the modifications we need to make in order to have this aspect of the admission process relevant and transformative.

Student Teaching Handbook:
The student teaching handbook was revised to reflect the new conceptual framework and new policies on the growing variety of social media.

Exit Survey 2012
Students who graduated in 2012 participated in an exit survey. The program scores were high (4s and 5s), yet responses to the open ended questions revealed areas that need our attention. Content analysis revealed candidate concerns in the following areas: (details will be discussed)

- Math preparation in Elementary Education
- Assessment Course
- Explorations Course
- Practicum Experience
- Methods Class

GRADUATE PROGRAM OFFERINGS
Despite the successes of the program, its enrollment trends reflect declining national patterns, instead of reflecting its peer enrollment trends which have plateaued. Consequently, it surveyed the teachers in 10 counties surrounding Elon, i.e., teachers who serve as potential applicants to determine their perceptions of Elon’s program offerings. The data from three counties (two counties opted not to participate, and the remaining 5 did not respond to our request) revealed that the first ranked preferred program was educational administration and 45% (110/247) of teachers who responded to the survey would enroll in an educational administration program at Elon this year or the next. Of the 110, 46 (42%) would like to have courses in business administration too. Anecdotal data gathered from practicing school administrators, indicate the lack of need for business skills in their field. Additional anecdotal data from current program completers shows an increasing desire for an administrative degree.

Graduate Council has approved a program in educational leadership with business courses or a business minor. This is feasible for the following reasons: Four faculty members in the School of Education hold terminal degrees in educational administration. The Love School of Business is willing and in conversation with the School of Education about the possible business courses to offer in the program. The regional graduate program offerings in educational administration are well established and numerous, so it is imperative that the educational administration program Elon offers, be distinct, appealing, and competitive. LSB is currently ranked number one in the nation, and the opportunity for students to take courses from LSB would increase program appeal, distinction, and competitiveness.

Furthermore, Graduate Council has recommended a doctorate program in Educational Administration.

UNIT RESOURCES
We have begun discussions on our facility technology needs. White board paint has been suggested, however, research on it has shown that its quality is not equivalent to the quality of the actual boards. In addition, we are preparing a list of technology tools that teaches believe our candidates ought to be familiar with. Once that list is complete, we will try to purchase as many on the list as our budget will permit.

CURRICULUM RESOURCE CENTER
In May, 2012, a spotlight on the CRC revealed that the average age of the collection in the CRC was dated 2000, instead of 2012 years. We strongly believe in currency when it comes to teaching resources, i.e., books, teaching materials, etc. Consequently, the CRC committee requested a budget for annual CRC purchases, and the request was approved.

The Mooney building, which houses most of the School of Education offices, classrooms, and labs has been “earmarked” by Provost House for a makeover. All entrances will be redesigned and redecorated before the fall semester 2013. This is to help in recruiting.
ADVANCED PROGRAM

The “Leadership Project” is one of the key components of the graduate students’ portfolio. In comparison to the other components it is often rated the lowest. Students have three weeks to create it. We believe that one way to improve the leadership projects is to give students more time on it. Consequently, we piloted the opportunity to work 12 weeks or more on the leadership project with four students this spring. We will have the results of the pilot in August.

INITIAL PROGRAM

In response to the three years of data we analyzed in March on the performance of cooperating teachers, we held an information session for cooperating teachers. We paid for their substitutes and invited them for a whole morning of discussion.

During the session we shared and discussed the survey items, internship assessments, the revised conceptual framework, mentoring, the revised student handbook and policies, and the three year performance trends.

We also gave the teachers the opportunity to give us feedback on the appropriateness and applicability of the survey items.

Based on teacher feedback, we made revisions to some of the survey items so as to make the more applicable and reflective of our goals.

DATA INFORMED DECISIONS

FOUNDATION OF READING AND GENERAL CURRICULUM TEST

Pearson’s has been contracted to replicate the Massachusetts Test for Educator License, MTEL for the state of North Carolina. By the middle of May Pearson would have completed the North Carolina website of the new test requirement for Elementary Education and Special Education (General). In the meantime, if you are interested in getting an idea of what is to come or if you would like to give your students practice, the MTEL website is available for our use.

The new test is composed of two main sections. The section on the foundations of reading and a section on the general curriculum. The general curriculum is composed of two subsets, a math subset and a subset of a general mix of science, social sciences, etc.

Test takers have the option of taking both subtests at the time they take the foundations of reading test or to take one subtest with the foundations of reading and the other at a later.

When a test taker does not meet the minimum score for either subset, she/he can retake that subset alone.

In April 2014, NC will be administering the test to determine cut scores. We are invited to select student teachers to take the pilot test. The new test will not be available till July 2014.

Special Education (General) Students will have to take PRAXIS 543 in addition to the new test.

For more information visit the DPI wiki: http://ihe.ncdpi.wikispaces.net/MTEL

STATE: DPI UPDATES & INSIGHTS

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NCATE TERMINOLOGY & NCATE-CAEP INSIGHTS

Standard One Explanation

Educator licensure standards adopted by most states require that educators demonstrate knowledge, skills, and professional dispositions that enable them to address the needs of all learners. Therefore, candidates preparing to teach or work as other professional educators in P–12 schools are expected to demonstrate the candidate learning proficiencies identified in the unit’s conceptual framework, in the standards of national professional organizations which should be aligned with standards for P–12 students, and in state licensing standards.

To help institutions better prepare teacher candidates to meet state licensing requirements, NCATE has aligned its unit and program standards with the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). First and foremost, NCATE and INTASC expect teacher candidates to know the content of their disciplines, including their central concepts, tools of inquiry, and structures.

Teacher candidates are expected to meet professional standards for the subjects that they plan to teach as these have been defined in standards for students in P–12 schools and standards for the preparation of teachers. Candidates are expected to meet professional standards of other national accrediting organizations (e.g., the National Association of Schools of Music and the National Association of Schools of Art and mid-level education).