

## ***Title II Report on Teacher Education***

**April 2009**

### **Overview of the Institution**

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the College, with majors in the arts and sciences, as well as some professional fields. The College operates a small graduate program in Elementary Education that serves local educators and a newly established Birth-Kindergarten program is offered through the School of Evening and Graduate Studies (SEGS) in collaboration with area community colleges. Utilizing the skills of 100 full-and part-time faculty, Catawba College provides instruction to 1225 students representing 33 states and 8 foreign countries.

The mission statement of Catawba College proclaims that the institution is "...committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation. Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty, and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life" (*Catawba Catalog, 2008-2009*).

Catawba College has a long history of public service, first opening its doors in Newton in 1851 and in Salisbury since 1925. The teacher education program has historically been one of the College's stronger programs, offering a low faculty-to-student ratio in both undergraduate and graduate programs. The College prides itself on its ability to provide individual attention and support to all of its students. Catawba College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The teacher education unit is fully accredited by the National Council for the Accreditation of Teacher Education.

### **The Teacher Education Program**

The mission of the teacher education unit is to "prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse and global society" (Conceptual Framework, *Department of Teacher Education Policies and Procedures Handbook: 2008-2009*). This mission is summarized in the unit motto "preparing teachers as reflective practitioners." The theme of reflection permeates both the undergraduate and graduate teacher education programs at Catawba College, with primary evidence for student self-examination provided by portfolios.

With the exception of the evening program in Birth-Kindergarten, all undergraduate teacher education programs are traditional, on-campus, day programs. Cohorts of pre-service teachers engage in a well sequenced and structured program of studies that features a close sequencing of theoretical and practical experiences. Methods courses are coordinated with coursework in instructional theory and design sequence in order to connect theory with practice and include extensive field experiences.

During the senior year, candidates enter student teaching during which they create a professional portfolio. A subsection of the professional portfolio is a technology portfolio.

The program design for initial preparation allows for a well-coordinated, properly-sequenced set of common experiences for cohorts of students. Rather than offer a smorgasbord where courses may be taken at any time, we provide our students a genuine program that leads them to become reflective practitioners. The continuum of learning and reflection for practicing educators is supported through the Masters of Education (M.Ed.) program in Elementary Education, which is built upon the strengths of the undergraduate program. During the last nine hours of coursework, teachers develop a major project based on a review of research and readings related to a self-identified area of professional interest. This major project is then implemented through a supervised practicum. Candidates who have successfully completed National Board certification receive six graduate credits from the National Board for Professional Teaching Standards which may be transferred into the graduate program and used in lieu of the project-practicum sequence. However, all candidates with National Board licensure must provide evidence of having completed an action research project. The final task for all graduate students is the creation and defense of a graduate portfolio consisting of artifacts and reflections that demonstrate growth as a master teacher.

Our graduate students are full-time, properly licensed classroom public school teachers who attend late afternoon and summer classes on a part-time basis. The graduate program is very affordable, with tuition for a three-credit course set below that of the public university system.

The unit has temporary authorization from the North Carolina Department of Public Instruction to offer an undergraduate licensure program in Birth-Kindergarten. The program operates as a “2+2” program in conjunction with two area community colleges. As of fall 2008, sixty-eight students were enrolled in classes and ten students had been formally admitted into the program.

The teacher education unit and its programs are small. The small size and high faculty to student ratios permit the development of a cohesiveness and uniformity of experience that is difficult, if not impossible, to achieve in larger institutions.

### **Shirley P. Ritchie Academy for Teaching**

Established in the spring of 2007, Catawba College’s Shirley P. Ritchie Academy for Teaching is designed to enhance the quality of teaching in the region. The Martha K. West Scholarship program offers \$13,000 scholarships a year to prospective teachers (\$15,000 for in-state students), and the first set of fourteen scholars arrived on campus in fall 2007 and a second cohort of twenty scholars arrived in fall 2008. The Academy provides special education events for area educators, such as presentations from the North Carolina Teacher of the Year. The Academy also sponsors educational excursions to schools of exceptional quality as well as cultural tours for the West Scholars. The Academy and scholarship programs are named in honor of former unit faculty who are now members of the College’s Board of Trustees. Funding for the Academy has been provided by a donor who wishes to remain anonymous.

**INSTITUTIONAL REPORT CARD**

Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2007-2008

Testing Period: 04/07– 04/08

Number of Program Completers: 20

<b>Specialty Area</b>	<b>Number of Students Taking Test</b>	<b>Percent of Students Passing Test</b>	<b>State Pass Rate</b>
<b>Professional Knowledge</b> Elementary Education (K-6)	6	100	98

**Section II. Program Information***Number of students in the regular teacher education preparation program*

Total number of students admitted into teacher preparation, all specializations in academic year 2008-2009 95

*Information about supervised student teaching*

Number of students in supervised student teaching in academic year 2008-2009 27

Number of faculty members who supervised student teachers:

(1) Full-time faculty in professional education 5

(2) Part-time faculty in professional education, but full-time in the institution 4

(3) Part-time faculty in professional education, not employed full-time in the institution 0

Total faculty student teaching supervisors 9

Student teacher/faculty ratio 3/1

The average number of student teaching hours per week required 30

The total number of weeks of supervised student teaching required 15

Average total number of student teaching hours required 450

**Information about state approval or accreditation of teacher preparation programs**

Is your teacher education program currently approved or accredited by the state? Yes

Is your teacher preparation program currently under a designation as low performing by the state (as per Section 209(a) of the HEA of 1998)? No

Copies of these reports are available upon request to the Department of Teacher Education.