

2012 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID:	27327	AACTE SID:	
Institution:	Limestone College		
Unit:	Teacher Education Program		

Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

13

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?

Transparency Report for 2011-2012:

<http://www.limestone.edu/teacher-education-program>

Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).
No Change / Not Applicable
2. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to face.
No Change / Not Applicable
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
No Change / Not Applicable
4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.
No Change / Not Applicable
5. Significant changes as the result of a natural disaster or other unforeseen circumstances.
No Change / Not Applicable
6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner
No Change / Not Applicable
7. Significant change (25 percent increase or decrease) in Budget
No Change / Not Applicable
8. Significant change (25 percent increase or decrease) in Candidate enrollment
No Change / Not Applicable
9. Significant change (25 percent increase or decrease) in Size of the full-time faculty
No Change / Not Applicable

Section IV. Areas for Improvement

Summarize activities, assessments and outcomes toward correcting AFI (s) cited in the last Accreditation Action Report, if applicable.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1.	The unit's assessments are not fully aligned with national program standards.	(ITP)
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All programs have been nationally recognized.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	Candidates have limited opportunities to interact with faculty members from diverse ethnic/racial groups.	(ITP)
2.	Candidates have limited opportunities to interact with other candidates from diverse ethnic/racial groups.	(ITP)

Although the unit faculty demographics are homogeneous by race, the college faculty demographics are becoming more diverse giving our candidates opportunities to interact with members from diverse ethnic/racial groups. Candidates are also working with diverse k-12 faculty as they become more active in field and clinical experiences. In addition candidates participated as audience participants in a Diversity Panel Discussion this fall with a diverse panel on diversity issues. The next panel is scheduled for April 22, 2013. Limestone is a host for Teacher Cadet programs from three different high schools with diverse racial and gender demographics which we make concerted efforts to recruit from. We hosted the second annual Teacher Cadet conference on March 11, 2013 to invite Teacher Cadets from South Carolina to increase our pool of diverse potential candidates. We are in the process of having a Call Me Mister Program in fall 2013 to recruit African-American males. The demographics of the unit have increased in diversity. During the 2011-2012 year 6 (12%) minority candidates were enrolled as well as 16 (33%) male candidates.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1.	The lack of technical and clerical support limits the unit's ability to develop and implement an effective assessment system.	(ITP)
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The unit now has a work-study student to help with clerical duties. The unit also shares a full-time administrative assistant with Academic Affairs to help with duties as assigned including background checks, file preparation and information dissemination. The additional support allowed for Limestone to pass Standard 2 at the Acceptable level in our focus visit with no AFIs.

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

Std. 1
 Std. 2
 Std. 3
 Std. 4
 Std. 5
 Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

The unit has conducted two focus groups regarding moving toward target in standard 3: faculty and induction teachers. The feedback has been compiled and is now under review with the Teacher Education Committee. Each program is currently composing proposals for field experience improvement including closer alignment with coursework and content. Plans are also under construction for a professional development school for the early and elementary education programs. Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework by p-12 participation on the Teacher Education Committee. They each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children by participation on Diversity Panel discussions, shared professional development provided by the school district (common core and textbook caravan at Cherokee County School District) and unit (Teacher Cadet Conference). The Director of Teacher Education and each designee at each district office jointly determine the specific placements of student teachers to maximize the learning experience for candidates and P-12 students.

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

Governance:The Teacher Education Committee continues to be the main decision making body of the unit. However, the Director now meets more regularly with program coordinators and clinical supervisors for feedback and monitoring of candidates. The checks and balances system between the unit, divisions, and administration continue to work efficiently for the unit.

Planning: Individual programs have submitted plans for course changes and field experience improvement. Specifically, the math education program has proposed a second methods course based on feedback from exit surveys. Any changes must be approved by department, division, Teacher Education Committee, Curriculum Committee, and faculty vote. It is the role of the Teacher Education Committee and Director to see that any changes bring the program in closer alignment with SPA, NCATE, and state regulations and/or standards.

Budget: No budget changes were made between the 2011-2012 and 2012-2013 year specific to Teacher Education. The budget system at our institution is by division, not specific to teacher education.

Personnel: No changes in personnel were made during the 2011-2012 year. However, one new adjunct professor in Physical Education was added.

Facilities: The recent acquisition of a new building on campus has allowed for the physical education department to have adequate space including a human performance lab.

Services and Procedures: The advising system at the college recently became more automated with the capability of candidates to submit their own schedules. The advisor is still responsible for approving course selection, however. This procedure has cut down on the time it takes to advise students. The LiveText system is still used for candidates to have references submit dispositions surveys for approval to student teach. The LiveText system also now allows for a Field Experience Module that allows for 4 way communication between student teacher, cooperating teacher, college supervisor, and Director of Teacher Education. Weekly progress reports are submitted through this system.

Resources: The unit purchased a site license for Praxis I preparation with Northstar Learning. The fall 2012 semester was the first time of use. Praxis I data is still coming in from the initial group of users.

Exhibits that support the narrative:  2011-2012 Student Teacher Exit Survey Results

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