

2020-2021

EPP Bachelor Performance Report

Winston-Salem State University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Winston-Salem State University, a constituent institution of the University of North Carolina System, is a comprehensive, historically black university offering undergraduate and graduate programs grounded in the tradition of liberal education to a diverse student population. The undergraduate and graduate programs of the institution engage students in active and experiential learning experiences delivered through flexible delivery modes by faculty dedicated to excellence in teaching, research, and service. Winston-Salem State University receives high national rankings for the value of the education provided through its academic programs. In 2020, CollegeNET, a technology provider and creator of the Social Mobility Index (SMI), ranked WSSU as the No. 1 HBCU and North Carolina institution for social mobility. The SMI ranking measures the number of under-resourced students a college or university educates at affordable tuition rates and graduates into promising careers. Money magazine ranked WSSU as the No. 2 HBCU in the nation for its quality and affordability. For three consecutive years, Money Magazine recognized WSSU as a leading institution for educational excellence and “value-added” graduation rates.

Winston-Salem State University was founded in 1892 as Slater Industrial Academy by Simon Green Atkins and was chartered in 1899 as the Slater Industrial and State Normal School. In 1925, the General Assembly of North Carolina recognized the school’s curriculum above high school and changed the name of the institution to Winston-Salem Teachers College. The college was empowered under authority of the State Board of Education to confer appropriate degrees. Thus, Winston-Salem Teachers College became

the first black institution in the United States to grant degrees for teaching elementary grades. In response to a growing medical community emerging in the Winston-Salem area, the School of Nursing was established in 1953, awarding graduates the degree of Bachelor of Science. In recognition of the university's growing curriculum and expanding role, the North Carolina General Assembly of 1963 authorized changing the name from Winston-Salem Teachers College to Winston-Salem State College. The state legislature authorized the renaming of the institution as Winston-Salem State University in 1969, and in 1972, Winston-Salem State University became one of the 16 constituent institutions of the University of North Carolina, subject to the control of a Board of Governors.

Winston-Salem State University continues its ongoing commitment to academic excellence and equity through its focus on providing a comprehensive liberal arts education, on building upon the success of its graduate and professional programs, and by rooting its strategic plan in the principle of equity. The University recognizes the impact of cumulative disadvantages of historical race and class inequities that limit the ability of its students, who are disproportionately minority and low income, to engage and persist in their education. Thus, the University embraces equity beliefs and practices that support success for its population of students. The University strives to develop graduates who thrive in a dynamic and global society and become leaders who advance social justice by serving the world with compassion and commitment. The University mission states:

"Winston-Salem State University is a comprehensive, historically Black university offering innovative undergraduate programs and exceptional graduate programs grounded in the tradition of liberal education. Students engage in active and experiential learning offered through flexible delivery modes. The university is dedicated to the holistic development of students by faculty dedicated to excellence in teaching, research, and service. As a constituent institution of the University of North Carolina, Winston-Salem State University contributes to the social, cultural, intellectual and economic growth of North Carolina, the region, and beyond."

The 2016-2021 University Strategic Plan advanced the mission of the university through focus on the five goals of 1) strengthening liberal education, 2) enhancing the quality of graduate and professional programs, 3) building commitment to social justice through enhanced community engagement, 4) enhancing revenue and stewardship of resources, and 5) enhancing the quality of physical and operational infrastructure. The institution is currently engaged in an in-depth and inclusive strategic planning process to create and launch a new, realistic and measurable strategic plan by September 2021 for 2021 through 2026.

The academic programs of the institution, which are aligned to the University mission and supported by the strategic plan, are situated within two academic units, the College of Arts, Sciences, Business and Education (CASBE) and the School of Health Sciences. The University College and Lifelong Learning academic unit provides oversight of the liberal education grounded general education curriculum and supplies academic support for freshman and other students at the pre-program admission level. CASBE encompasses the largest segment of academic programs at the University and provides the broad liberal arts foundation that underpins the academic and professional development of students and as well offers

the professional programs in business and education. The programs of CASBE are situated in departments residing within five faculties, 1) the Faculty of Arts and Humanities, 2) the Faculty of Business, 3) the Faculty of Education, 4) the Faculty of Natural and Physical Sciences, and 5) the Faculty of Social Science. The programs of the School of Health Sciences, which educate diverse health professionals, are located within seven departments. The University's programs include 34 bachelor's degree programs, 7 master's degree programs, 2 doctoral degree programs, 1 post-baccalaureate certificate program, and 1 post – master's certificate program. Winston-Salem State University is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctorate degrees.

Winston-Salem State University enrolls a diverse population of students at both the undergraduate and graduate level. Fall 2020 enrollment totaled 5169 students of whom 90.7% (4,689 students) were undergraduate students and 9.3% (480 students) were graduate students. Among undergraduate students, 86.0% were full-time students and 14.0% were part-time students. Females constituted 75.8% of the undergraduate population while males were 24.2% of that population. The race/ethnicity composition of undergraduates was 75.0% Black, 8.0% unknown, 6.5% White, 4.2 % Hispanic/Latino, 3.9% two or more races, and 2.3% other categories. Among graduate students, 66.7% were full-time students and 33.3% were part-time. Females were 77.5% of the graduate student population while males were 22.5%. Graduate student race/ethnicity was 40.4% Black, 29.8% White, 14.8% unknown, 5.0% non-resident alien, 4.8% Hispanic/Latino, 2.7% Asian, and 2.5% other categories.

Special Characteristics

The programs offered at Winston – Salem State University are grounded in a liberal arts education foundation intended to provide students with a comprehensive array of essential intellectual and leadership skills needed for success in the 21st century global community. Students completing studies at Winston-Salem State University are required to take a minimum of sixty (60) hours of General Education courses outside of their major field of study. Students complete general education coursework that addresses seven areas of knowledge, seven learning outcomes, and six curricular themes. The areas of knowledge include literature, historical studies, social/behavioral sciences, natural sciences, mathematics and quantitative logic, fine arts, and foreign language and culture. The seven student learning outcomes are critical thinking, critical reading, written communication, oral communication, scientific literacy, quantitative literacy, and information literacy. The curricular themes encompass globalization, diversity, sustainability, civic engagement, moral and ethical reasoning, and healthy living.

General education advisement underpins student success in the general education curriculum. General education advisement consists of components provided by general education faculty from all academic programs and a wide breadth of services available to students through the Student Success Center (SSC). General education advisors guide students in selecting general education courses that address the areas of knowledge, learning outcomes, and curricular themes while also meeting pre-requisite requirements for entry into their major programs. General education advisors also assist students in identifying developmental needs through the EAB Navigate Campus Support System and refer them to additional academic advising and support available through the Student Success Center. Services provided in the “one stop shop” environment of SSC include writing and quantitative skills centers, tutoring services, and

technology support, as well as services provided by the offices of career development and international programs. A dedicated general education advisor provides advisement and academic support referral services for students pursuing educator preparation programs. The advisor ensures that students receive the course of study for their specific educator preparation programs, advises students on program admission and community service requirements, and provides referrals to academic support services to foster students' academic success.

Upon attaining 45 credit hours, students pursuing educator preparation programs begin transition to advisement by faculty within the Educator Preparation Program (EPP). EPP faculty advise students on academic coursework requirements, field and clinical experience requirements, EPP admission requirements, program retention and completion requirements, and professional dispositions and skills development. Advisors leverage the advisement enhancements provided through EAB-Navigate to support student success as they matriculate through their preparation programs.

Educator preparation programs are hosted within the Faculty of Education, the Faculty of Arts and Humanities and the Faculty of Natural and Physical Sciences. Educator preparation programs offered include the following:

Department of Education in the Faculty of Education

- B.S., Birth through Kindergarten Education with concentrations in Birth-Kindergarten Licensure, Administration and Leadership (non-licensure), and Early Intervention and Preschool (non-licensure)
- B.S., Elementary Education
- B.S., Teaching with teacher licensure concentrations in Secondary English Education, Secondary Mathematics Education, Middle Grades Education, Special Education, and Adult Services (non-licensure)
 - Middle Grades Education concentrations: Language Arts, Mathematics, Science, and Social Studies
- Master of Arts in Teaching (MAT) with concentrations in Middle Grades Education, Special Education, Birth through Kindergarten Education, Elementary Education, and Health and Physical Education
 - Middle Grades Education concentrations: Language Arts, Mathematics, and Science

Department of Health, Physical Education and Sports Studies

- B.S., Health and Physical Education Licensure and Youth Development (non-licensure)

Department of Fine Arts

- B.A., Music with concentration in Teacher Licensure

Faculty in the Department of English in the Faculty of Arts and Humanities, and faculty in the Department of Mathematics in the Faculty of Natural and Physical Sciences liaise with faculty in the Department of Education to offer the B.S. in Teaching concentrations in Secondary English Education and Secondary Mathematics Education, respectively. Faculty in the Department of Health Physical Education and Sports Studies also collaborate with Department of Education faculty to offer the Health and Physical Education concentration of the Master of Arts in Teaching.

Through Fall 2020, the Educator Preparation Program also provided a licensure-only program option for individuals holding a bachelor's degree and seeking to complete coursework and clinical internships to qualify for initial licensure. Individuals possessing a bachelor's degree, who do not wish to enroll in the MAT or an undergraduate degree program, completed licensure requirements in the undergraduate non-degree licensure-only option by completing the undergraduate coursework and experiences required for licensure. The Educator Preparation Program discontinued enrolling candidates in this option during Spring 2021 and has developed "Teach Out" plans to exit continuing candidates from licensure-only programs of study.

Beginning Fall 2021, the Educator Preparation Program (EPP) offers the RAM Residency licensure pathway for individuals holding a North Carolina Residency License. RAM Residency is a pathway to program completion and initial licensure. Individuals in RAM Residency must complete a second undergraduate degree program or a Master of Arts in Teaching (MAT) program to complete qualifying coursework and experience for the North Carolina Initial License. RAM Residency applicants must have the following qualifications:

- Possess a baccalaureate degree
- Have a 2.75 cumulative GPA from a regionally accredited institution,
- Have completed 24 hours of coursework in the requested licensure area OR
- Passed the North Carolina State Board of Education required content area examination for the requested licensure area, and
- Fulfilled other EPP admissions requirements.

Individuals who do not have the required 2.75 cumulative GPA may take advantage of the Pre-Residency Route (PRR) in which participants complete 6 or more credit hours of program specified coursework to establish a 3.0 or better post-baccalaureate GPA and to meet other admissions requirements. Participants in the Pre-Residency Route must meet specific deadlines for accomplishing tasks for consideration for admission to the Educator Preparation Program and RAM Residency.

Administrative oversight of the Educator Preparation Program resides within the College of Arts, Sciences, Business, and Education (CASBE). The Associate Dean for Education, Quality Assurance and

Community Engagement within CASBE has primary responsibility for leadership of the Faculty of Education with oversight by the Dean of CASBE. The associate dean's responsibilities include management of the Educator Preparation Program, oversight of the departments in the Faculty of Education, oversight of CASBE accreditation activities, and development and support of community engagement of CASBE programs. Educator preparation programs are coordinated by the Professional Education Council (PEC). The PEC is the advisory and governance structure for development and implementation of policies and procedures that impact P-12 teacher education preparation. The Educator Preparation Program holds National Council for Accreditation of Teacher Education (NCATE) accreditation administered by the Council for Accreditation of Educator Preparation (CAEP) through the end of the accreditation cycle in Fall 2022. The EPP will host its CAEP Continuing Accreditation onsite visit in Spring 2022. All educator preparation programs are approved by the North Carolina State Board of Education.

Program Areas and Levels Offered

Baccalaureate Initial Licensure Level Programs*

- B.S., Birth through Kindergarten, Teacher Licensure
- B.S., Elementary Education (K-6)
- B.S., Teaching, English, Secondary Education (9-12) Licensure
- B.S., Physical Education, Health & Physical Education (K-12) Licensure
- B.S., Teaching, Mathematics, Secondary Education (9-12) Licensure
- B.S., Teaching, Middle Grades Education Licensure
 - Licensure Areas: English/Language Arts, Mathematics, Science, Social Studies
- B.A., Music with Teacher Licensure (K-12)
- B.S., Teaching, Special Education General Curriculum (K-12) Licensure

*The RAM Residency Program is available for Residency Licensure candidates as a second undergraduate degree beginning Fall 2021.

Pathways Offered

Traditional	Lateral Entry	Residency
X		X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Preparation for General Education Teachers

Prospective general teachers in most undergraduate programs take the course SPE 3300: Exceptional Children in the General Education Classroom where they are given an opportunity to acquire the skills to teach children and youth with disabilities who are integrated into the general classroom setting. This course explores techniques designed to aid prospective general education and special education teachers in working with children with disabilities who are included in their local schools and general education classrooms at the elementary and secondary levels. The course covers a range of topics, including issues in special education, inclusion, co-teaching, educational assessment, characteristics of mainstreamed students, cultural diversity, and curricula modifications and adaptations. The course also includes focused attention on co-teaching and other best practices for teaching in inclusion settings. This instruction provides prospective general education classroom teachers with the skills to work side-by-side with special education teachers who are responsible for meeting the requirements of the Individuals with Disabilities Education Act (IDEA).

Elementary education majors also have a cadre of course assignments and activities that provide them with the skills and experiences to teach students with disabilities in an informed and effective manner. One of the assignments is developing a classroom management plan that serves the needs of all students in a classroom setting. This assignment is completed in ELE 4336: Classroom Management, Instruction, and the Pre-clinical Practicum, a course taken while candidates are completing the supervised PreClinical field experience. The PreClinical is a 15-week supervised experience occurring in a public-school classroom setting for two-days each week. The supervised PreClinical not only provides the appropriate setting to learn and practice classroom management skills that are inclusive of all students, but also enhances the necessary skillset to teach, engage, and interact with students with disabilities. Elementary education majors also have an opportunity to assess, analyze, and instruct students in literacy while taking two of the required reading courses, RED 3361: Teaching Reading in the Elementary School K-6 and RED 4312: Reading Remediation and Assessment. Pre-service teachers are trained on specific assessment materials ranging from the Heggerty Phonological and Phonemic Awareness Curriculum, Qualitative Reading Inventory, Words Their Way Spelling Inventory, San Diego Quick Assessment of Reading Ability, and others. Once they have mastered the administration of such assessments, they are provided opportunities to assess, analyze assessments, and tutor young developing and struggling readers, some of whom may be individuals struggling with disabilities that may not have been identified yet because of age and grades.

In addition to SPE 3300, pre-service teachers in Birth-Kindergarten Education take the course SPE 3323 - Language and Communication Disorders. The objectives of the course are (1) to develop within the student the competencies necessary to identify the types of communication disorders and problems that

may occur in young children, and (2) to identify the materials and techniques that can be utilized within the classroom to remediate communication disorders. Pre-service teachers in Physical Education take the course PED 4320 Adapted Physical Education for Exceptional Children. This course examines the nature of disabling conditions and the use of motor skills to enable adaptation to social life, community living, and recreational environments. The role of the adaptive physical education program in the regular physical education program is also covered in this course as well as topics related to participating on IEP and 504 Plan teams. Pre-service teachers in Music, Teacher Licensure take MUS 3313 Music for Exceptional Children, which addresses techniques and experiences for teaching music to children with exceptionalities. Exceptionalities covered in this course include academically gifted, physical disabilities, cognitive disorders, behavioral disorders, and English Language learners. Topics in this course also address and examine legislation, school policies including Individualized Education Plans, and instructional strategies in music.

All candidates in the Master of Arts in Teaching take EDU 5340: Teaching in Diverse Classrooms. In this course, candidates learn to create inviting, respectful, supportive, and inclusive classrooms and to create lessons that counteract stereotypes and incorporate histories and contributions of the various cultures of their students. Candidates also learn to identify the range of support specialists available to help meet the special needs of all students and to plan collaboratively with support specialists for the benefit of students with special needs. In addition, candidates learn how to select appropriate and effective strategies in meeting the needs of all students.

Student teachers/interns completing the edTPA are required to address the modifications and supports provided in their planning, instruction, and student performance assessments for students with differing academic needs. Evaluation of student teacher performance on the edTPA includes evaluation of their attention to appropriately plan and use instructional supports and assessments that align to both the instructional objectives and the requirements of the IEP and 504 plans of students in their classrooms. Student teachers/interns must also demonstrate their ability to assess the learning of students, including students with IEP or 504 plans, and their ability to provide feedback that supports students' use of feedback to achieve the learning objectives. Further, to engage in authentic experiences in the conduct of IEPs, MAT and undergraduate teacher candidates in supervised clinical experiences are encouraged to attend IEP meetings in their school placements, when approved by school personnel and the P-12 student's parents.

Preparation for Special Education Teachers

Prospective special education teachers take multiple theory and practice courses on teaching students with disabilities effectively. Theory courses are designed to provide future teachers with the background necessary both to understand the complexity of special education and to acquire the specific knowledge needed to be an effective professional. Courses that focus on practice expose teacher candidates to best practice strategies in the field. Through the coursework and diverse field placements designed to represent the needs of today's schools and students, candidates have an opportunity to learn, practice, and refine their ability to teach a range of P-12 students.

Prospective undergraduate special education teachers take the course SPE 3300: Exceptional Children in the Regular Classroom which provides pre-service teachers with the required skills to teach children and youth with disabilities integrated into the general classroom. This course explores techniques designed to aid prospective general and special education teachers in working with children with disabilities integrated into general education classrooms at the elementary and secondary levels. The course covers a range of topics, including issues in special education, inclusion, educational assessment, characteristics of mainstreamed students, cultural diversity and curricula modifications and adaptations. The course also includes co-teaching and working side-by-side with teachers in the general classroom to meet the requirements of IDEA.

Undergraduate candidates also take courses covering methods for teaching mathematics and reading to students with exceptionalities. Prospective undergraduate teachers take SPE 3325 Methods of Enhancing Reading Skills for Students with Exceptional Needs in which they learn research validated practices for providing explicit, systematic, and intensive instruction that helps children with learning difficulties acquire foundational skills in reading, language arts, and writing. Undergraduate Special Education candidates may take the course, RED 3361 Teaching Reading in the Elementary Schools (K-6). Education majors in the course participate in a field experience opportunity where they receive in-depth literacy training that prepares them to tutor at-risk/developing readers in kindergarten. Many of the students being tutored are among the lowest in their classrooms, yet many also are too young to be recommended/evaluated for services for exceptional children. The trained education majors visit these children in their schools twice weekly to implement the research-based literacy practices pre-planned for them as a means to build stronger literacy foundations for the developing readers.

Undergraduate prospective teachers also take SPE 3305 Methods of Teaching Math to Students with Special Needs in which they learn strategies for teaching students experiencing difficulties in mathematics. Students complete a minimum 20-hour classroom field experience in which they teach at least two math lessons and complete a progress monitoring activity. The progress monitoring activity requires prospective teachers to monitor a P-12 student's progress utilizing weekly curriculum-based measurement probes. They write an essay that includes their observations on their selected P-12 student's progress and offer instructional modifications and accommodations that may enhance student success. The essay also includes discussion of the benefits and limitations of using curriculum-based measurements to assess a student's response to instruction. Prospective teachers also take SPE 4325 Instructional Methods in the Inclusive General Curriculum Classroom which provides preservice teachers with understanding of and practice in the process of collecting, analyzing, and interpreting data to make appropriate instructional decisions for supporting the individual learning needs of students with special needs. Students in this course are in the PreClinical Experience, a supervised 15-week field experience which occurs the semester prior to full-time student teaching. Prospective teachers also complete an edTPA Task 1 and Task 2 Practice assignment during the PreClinical Experience that requires candidates to modify their instructional planning and instruction to meet the learning needs of students with 504 plans and IEPs.

Master of Arts in Teaching (MAT) candidates take SPE 5315 Diagnosis and Remediation of Reading Difficulties for Exceptional Students in which they learn to use informal and formal assessments for diagnosing reading difficulties. They then learn how to use the data to select and use appropriate strategies for remediating reading difficulties. Prospective teachers in the MAT also take SPE 5321 Methods for Teaching Mathematics for Special Needs. This course covers strategies for teaching conceptual and procedural knowledge of mathematics to children with special needs. Candidates in the course complete a 20-hour field experience in which they teach at least two math lessons and complete a progress monitoring activity. The progress monitoring activity includes monitoring a P-12 student's progress using weekly curriculum-based measurement probes. Candidates then complete an essay that discusses their observations of the student's progress, recommendations for instructional modifications and accommodations, and the benefits and limitations of curriculum-based measurements. Candidates in the MAT also take coursework on understanding students with high incidence disabilities and implementing strategies for teaching students with high incidence disabilities. In addition, they take coursework that exposes them to strategies for engaging family, school and community resources in supportive relationships that foster learning for students with special needs.

All prospective special education teachers participate in an IEP meeting during their preparation. Before having first-hand experience with these meetings, all candidates are required to take an assessment class. Candidates in the undergraduate program take the course SPE 4320 Assessment and Measurement of Exceptional Students. Students in the Master of Arts in Teaching take the course SPE 6310 Assessment and Evaluation of Students with Special Needs. Students in these classes administer a standardized measure, score the assessment, and then write a professional style report of the results. Candidates are then required to write goals and objectives based on the assessment data. Finally, during their student teaching or MAT internship experience, SPE teacher candidates attend all IEP team meetings for the students in the classes in which they are assigned if granted permission by parents. Furthermore, during the student teaching or MAT Internship seminar, school partners provide WSSU candidates with additional instruction regarding the IEP process and students attend a professional development session on differentiation.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Undergraduate preservice teachers in Birth-Kindergarten, Elementary Education, and Special Education take the course EDU/SPE 3322: Parent, School, and Community Relations or EDU 2322: Promoting Social Justice. These courses are devoted to the study of the major principles upon which effective home-school-community relations are based. They also emphasize the ways in which parents/families and teachers may make effective use of community agencies and resources whose services and activities may benefit children's development and well-being. Other emphases of these courses are the techniques used in parental/family interviews, conferences and referrals by school personnel with parents of children with and without disabilities, and the strategies practiced by agencies that work with families. Further emphasis is placed on promoting social justice and working with culturally and linguistically diverse students and their families. In addition to EDU/SPE 3322 or EDU 2322, Birth-Kindergarten Education candidates complete ALS 2305: Language, Culture, & Cross-Cultural Interaction. In this course, students learn about diverse cultures and languages so that they acquire an integrative understanding of shared

human values across significant differences. Students develop effective strategies for appropriately addressing the challenges posed to cross-cultural communication by culture.

Candidates in the Master of Arts in Teaching take SPE 6304: Building Collaborative Family, School, and Community Relationships which emphasizes the ways in which parents and teachers may make effective use of community agencies whose activities may have a beneficial effect upon the development of children. The course also emphasizes techniques used in parental interviews, conferences, and referrals by school personnel with parents of children with and without disabilities, and strategies practiced by agencies that work with families. The course also includes instruction on working with culturally and linguistically diverse students and their families.

Teacher education candidates in the B.S. Teaching Special Education concentration complete assignments in the following courses to address teaching of P-12 students with Disabilities and students who are limited English proficient:

(1) SPE 3330: Exceptional Children in the General Education Classroom. Pre-service teachers complete a resource file on working with children with disabilities, which includes one section on working with culturally and linguistically diverse students.

(2) SPE 3305: Methods and Materials for Teaching Math to Students with Special Needs. Pre-service teachers in this class complete a variety of activities to ensure they are able to use best practices when teaching math to students with difficulties. Activities include a Curriculum Based Measurement activity, exploration of Multi-tiered Systems of Supports, development of thematic teaching units, and a self-evaluation of their teaching.

(3) SPE 3320: Characteristics of Students with High Incidence Disabilities. Pre-service teachers completing this course are required to complete a minimum 20-hour field experience in which they become familiar with a student with a learning disability and complete an Individualized Education Plan (IEP)/Curriculum-Based Measurement (CBM) Case Report. Candidates' conduct of the IEP/CBM Case Report includes selection of a student with mild disabilities; interacting with the student; reviewing the cumulative folder; observing the student; getting feedback from teachers, other professionals and parents; and administering an assessment tool. After evaluating findings, candidates should have enough information to help a teacher with an exceptional child in the classroom prepare for an IEP meeting. Candidates are responsible for providing input and documenting the areas of the IEP DEC 4 form.

(4) SPE 3325: Methods of Enhancing Reading Skills for Students with Exceptional Needs. Undergraduate students in this course become familiar with research-validated practices for effective reading instruction for children with exceptional learning needs. Candidates learn how to apply specific methods that involve explicit, systematic, and intensive instruction to help children with learning difficulties acquire

foundational skills in reading, language arts, and writing. Candidates also learn how to use curriculum-based assessments as a basis for planning, monitoring, and modifying instruction.

Candidates in the Special Education General Curriculum licensure area concentration of the MAT also receive instruction on strategies for effective teaching of students with exceptionalities and students with limited English proficiency. Candidates learn strategies for collaborating with families and communities to provide services to support the development of students with and without special needs. Courses developing candidates' competence in these areas include the following:

(1) SPE 5315: Literacy, Diagnosis and Remediation for Exceptional Students. Candidates in this course engage in an in-depth study of the causes of reading difficulties and analyze, evaluate and administer formal and informal instruments for diagnosis of these difficulties. Emphasis is placed on choosing, administering and interpreting diagnostic instruments, and using the results for planning. Candidates also study, administer and evaluate tests that schools are required to administer in the general classroom. Equipment, materials, and methods of remediation of reading difficulties are highlighted and evaluated. Students use assessment materials and plan for remediation of students through the WSSU Literacy Assessment Project.

(2) SPE 5320: Methods for Teaching Math to Students with Special Needs. Students in this class complete a variety of activities to ensure they are able to use best practices when teaching math to students with difficulties, such as: a Curriculum Based Measurement activity, exploration of Multi-tiered Systems of Supports, development of thematic teaching units, and a self-evaluation of their teaching.

(3) SPE 5321: Understanding Students with High Incidence Disabilities. Candidates in this course explore the characteristics of students with mild intellectual disabilities, learning disabilities, and emotional disabilities. Candidates complete a Problem-Based Learning activity in which they must create a plan for collaborating with a general education teacher to organize classroom activities to address the learning needs of seven students with a range of disabilities. The plan must include family collaboration, a co-teaching plan, strategies to address individual needs of students with disabilities, IEP annual goals with short-term objectives and a social skills plan, preparation for accommodations and modification as well as identification of appropriate assessments for formative development of children with disabilities.

(4) SPE 5322: Instructional Strategies for Teaching Students with High Incidence Disabilities. Candidates in this course complete a curriculum-based measurement project to develop research-based interventions for an identified student with disabilities. For this project, candidates must develop a direct identification plan, analyze assessments within the student's folder, conduct their own curriculum-based and observational assessments of the student's learning needs and social interactions, and collaborate with other professionals to develop the research-based interventions. Additionally, candidates produce a unit lesson plan for a student or group of students with disabilities that incorporates intervention strategies appropriate for instructional or behavior modification.

(5) SPE 6304: Building Collaborative Family, School, and Community Relationships. Candidates in this course complete a Family Leadership and Collaboration Project in which they collaborate with the family of a student with disabilities to provide them with information to support an identified need of the student and family (e.g. how to access government benefits, types of assistive technology, etc.).

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.

All WSSU Educator Preparation Program candidates learn best practices and strategies for infusing technology into their instructional practice through coursework, fieldwork, and clinical practice throughout the educator preparation program. Data literacy skills, reinforcement of existing technology skills, and digital learning competencies are integrated into courses across the EPP at both the undergraduate and graduate level.

Undergraduate teacher education candidates develop their ability to identify and integrate technology into planning for effective teaching and learning through successful completion of a technology course, EDU 4339: Integrating Media and Technology in P-12 Settings. In this course, a mid-level course, students have varied experiences as they learn to connect content standards with intentional integration of technology. Among the activities employed in this course is an assignment using a Design Thinking approach to have students develop their “Educational Technology Theory” philosophy and a personal technology strategic plan. The assignment allows students to become aware of the digital literacy requirements in a grade-band and content area and develop a plan on how digital resources will be modeled and used in instruction and classroom activities. In addition, students modify an existing lesson to show how they have incorporated effective digital citizenship instruction. Students research digital citizenship topics particularly pertinent to virtual teaching and learning such as Media Balance and Well Being, Privacy and Security, and News and Media Literacy (Copyright and Fair Use). Students then modify a previously developed lesson to incorporate knowledge, skills, and strategies related to these digital citizenship topics. Candidates use the Adobe Creative Cloud suite of software as well as other web-based technology tools to complete these assignments.

Students also receive instruction in the use of technology appropriate for their discipline areas. For example, students with mathematics concentrations receive instruction in use of the Geometer Sketchpad, MyMathLab, the graphing calculator, Desmos, and PowerTools. Students in Music Teacher Licensure take MUS 3342 Technology in Music Education which provides training in the use of the computer for producing publication-quality music arrangements, transcriptions, and original compositions and surveys various tutorial programs and multimedia study modules for theory, keyboard skills, and music history instruction. Students in Physical Education use content specific technologies, such as activity tracking devices, exercise software, and technology for skills analysis. In PED 4321, physical education majors integrate technology to promote students’ motivation and physical literacy to engage in a physically active lifestyle. Specifically, teacher candidates are required to use music through Smartboard to promote students’ motivation in activities and are expected to use heart rate monitors and/or accelerometers in a health-enhancing fitness unit to help students establish connection between exercise intensity and physiological changes. In PED 3311, physical education majors are required to integrate technology to promote students’ skill acquisition. They are also expected to use Hudl for skill analysis.

In the MAT program, EDU 5301: Effective Teaching Strategies and Classroom Management models the use of various technology tools such as Jamboard and Whiteboard.fi that enhance the virtual learning process. Candidates are then expected to develop lesson plans that incorporate tools and strategies that impact the teaching and learning process in virtual environments. In addition, in the MAT special education candidates teach a mini lesson using an interactive whiteboard, graph progress monitoring data, and are evaluated on their use of technology during their internship and preclinical experiences. Middle grades education candidates in the MAT learn how to use and plan for content-specific technology as they develop lesson plans in the preclinical experience. For example, in the math methods course, candidates explore 6th grade geometry concepts by developing a lesson that highlights Geogebra as a learning and teaching tool.

Candidates also develop their digital learning competencies and further develop their skills in integrating digital learning tools in their host classrooms during their clinical year. During the clinical year, they use the tools they have learned and develop their knowledge of technologies used to assess students and make data-driven decisions. Methods courses contain instruction on and provide opportunities for applying technology-based assessment techniques to assess and advance student learning.

During the 2020-2021 academic year, candidates were more deeply immersed in digital learning due to remote instruction implemented at the university and P-12 levels in response to COVID-19 social distancing requirements. Candidates engaged in courses delivered through Canvas LMS course modules supporting both synchronous and asynchronous instruction and through Zoom or Microsoft Teams delivered instruction. They learned how to engage in instructional interactions through technology, such as Jamboard, Whiteboard.fi, Padlet, Panopto recordings, WeExplore, FlipGrid, and many other Web 2.0 software tools. Candidates in early field experiences engaged in virtual field experiences using the ATLAS video library which houses videos and commentaries submitted by candidates for National Board Certification. In addition, candidates in preclinical and student teaching received virtual observations collected in the GoReact video assessment software that allows online feedback on recordings of candidates' instruction. In addition to these experiences, candidates in preclinical and student teaching/internship completed their experiences in P-12 schools as schools as they opened in virtual format and then transitioned to hybrid and in-person instruction. These environments allowed candidates to experience and develop multiple strategies for delivering technology-based and technology enhanced instruction.

The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

Undergraduate teacher education candidates in all programs, except Music, Teacher Licensure and Physical Education, Teacher Licensure, develop their ability to identify and integrate technology into planning for effective teaching and learning through successful completion of a technology course, EDU 4339 Integrating Media and Technology in P-12 Settings. The course emphasizes actual integration of information, communication, learning and assessment technology in typical P-12 settings from a teacher's perspective. The course covers technology use for researching, planning, and delivering instruction and subsequently assessing students' learning and their own instruction. One of the proficiencies expected in this course is for students to develop the ability to use multiple and varied formative and summative assessments to inform learning and teaching. Students are exposed to technology and web-based software for formative and summative assessment and complete a technology-based assessment assignment. During the 2020-2021 academic year, the course was taught by an instructional technologist from a local school district who introduced candidates to some of the same or similar assessment software tools that are used in the school district. The focus of the instruction on these tools was to develop students' familiarity and skills with the assessment tools so that when employed they can more easily transfer the skills learned to assessment software used in the schools where they work.

Candidates also gain authentic experience in key courses and field experiences on using technology to assess their teaching effectiveness. The Impact on Student Learning (ISL) project in the educational psychology courses at both the undergraduate and MAT levels, requires that students use technology to collect, analyze, and report their assessment data on P-12 students for whom they provide instruction. Candidates use various technology-based formative assessment tools in the preclinical and student teaching. Software such as Ka-Hoot It!, Poll Everywhere, and Quizlet are among the software used to formatively assess student learning to inform instructional modifications.

Student teachers and MAT interns also learn and practice use of technology to summarize their data so that they can reflect on the assessment results, evaluate their impact on student learning, and plan appropriate modifications to their instruction to ensure a positive impact on student learning. Both undergraduate and MAT candidates completing the edTPA Assessment are required to videotape and evaluate their instruction in the edTPA Task 2 and then in edTPA Task 3 to appropriately assess and modify instruction based on their evaluation of their performance in the videotape. Candidates use cell phones, tablets, and cameras to videotape their teaching performance and then use video editing software to select clips from their videos to include in their edTPA submissions. In addition, students are expected to use technology to aggregate and disaggregate assessment data from student work samples to use in assessing the success of whole class and individual student learning. Student teachers are also exposed to the use of assessment technology platforms by the cooperating teachers in the classrooms in which they student teach.

Candidates (preparing to teach in elementary schools) are prepared to integrate Arts education across the curriculum.

Candidates in Elementary Education complete the course MUS 3211 Music Activities in Elementary Schools. Arts integration is the core of MUS 3211. Activities include construction and teaching of arts-integrated lesson plans across the curriculum, developing familiarity with the arts integration research base, making connections between Essential Standards of Music and Core Curriculum Standards, development of basic musicianship skills, and attendance at children's symphony concerts. Additionally,

elementary education candidates with a STEAM (science, technology, engineering, arts and math) breadth/concentration area, also take the course MUS 3342: Music in Technology. The course provides training in the use of the computer for producing publication-quality music arrangements, transcriptions, and original compositions including the generation of parts of the score. It surveys various tutorial programs and multimedia study modules for theory, keyboard skills, and music history instruction. Additionally, the course covers uses and applications of various modes of information technology to teach and learn through hands-on activities. Emphasis is on the ability of the candidates to demonstrate effective use and integration of various technologies into instruction in the classroom. It explores various utilizations of computers, media, and information technologies in P-12 settings in ways that maximizes instruction and learning for students. It also covers development and uses of multimedia in the classroom, information communication and internet resources, development of instructional web pages, and various technology integration strategies for the content areas.

Explain how your program(s) and unit conduct self-study.

The Winston-Salem State University (WSSU) educator preparation program has a comprehensive quality assurance system used to 1) assure the quality of students who are formally admitted to candidacy into WSSU educator preparation programs, 2) provide ongoing monitoring and formative feedback to candidates on their development of the knowledge, skills, and attitudes required of effective educators, 3) provide summative assessment of program completers' achievement of required proficiencies, and 4) provide continuous assessment and improvement of program quality and program operations. The components of the quality assurance system (QAS) are aligned to the competencies outlined in the North Carolina Professional Teaching Standards, the 2013 InTASC Learning Progressions for Teachers, the 2022 CAEP Revised Standards for Initial-Licensure Preparation, the CAEP Standards for Accreditation at the Advanced-Level, the WSSU Educator Preparation Program Conceptual Framework, and other national professional standards, as well as the WSSU general education student learning outcomes.

The QAS consists of multiple internal and external assessments for both undergraduate and graduate programs. Assessments are collected at multiple data points throughout the program progression. Data from the assessments are analyzed and used to evaluate and improve the performance of candidates, the educator preparation program, and its constituent licensure programs. Data for undergraduate initial licensure programs are collected at Program Entry/Early Field Experience, Midpoint/PreClinical, Clinical/Program Completion, and Follow-up/Induction. Assessments at Program Entry/Early Field Experience for undergraduates include a minimum 2.7 GPA; passing scores on the Praxis Core tests of pre-professional skills (or alternative SAT or ACT scores); minimum grade of "C" in quantitative literacy, oral communication, written communication, and professional education courses; an essay, interview, references, a dispositions self-assessment, and signature assignments aligned to edTPA, including an impact on student learning assignment in *EDU 3338: Psychological Foundation of Education*. The Midpoint/PreClinical assessments include a minimum grade of C in all professional courses, field experience evaluations for a one-day-a-week, 15-week experience in the future student teaching classroom, dispositions assessment, and signature assignments that align with the edTPA. Clinical/Program Completion includes completion of the edTPA Assessment, a minimum 2.7 GPA, at least a "C" in student teaching and the Student Teaching Seminar, the WSSU student teaching exit survey, and verification of eligibility for licensure. Induction and Follow-Up measures include new teacher and employer surveys, number of licensed completers, the North Carolina Report on Institutions

of Higher Education, and the NCDPI IHE Report Card measures of teacher effectiveness and impact on P-12 student learning, and continuing follow-up on licensure test performance.

In graduate initial licensure programs, the assessment points are Program Entry, Midpoint/Internship, Program Completion, and Follow-up/Induction. Assessments at Program Entry include a minimum 2.75 undergraduate GPA, a transcript analysis, and three letters of recommendation. Mid-Point assessments include a minimum 3.0 GPA, no more than two “C”s, and completion of core and initial licensure coursework, edTPA, internship evaluation, dispositions assessment and Exit Survey. Program Completion assessments include the Leadership and Collaboration Project for advanced licensure and minimum 3.0 GPA. Induction/Follow-Up includes licensure test performance, UNC Recent Graduate and Employer Surveys, North Carolina Report on Institutions of Higher Education, and the NCDPI IHE Report Card teacher effectiveness measures which include the Student Growth Evaluation and the Principal Evaluation.

Operational data on program admissions, candidate enrollment, program completions, faculty qualifications, and budgets are reviewed annually by department chairs and the dean and associate deans of the College of Arts, Sciences, Business, and Education to inform strategic planning and operations improvement. These data, along with data on candidate performance, are collected using various electronic software systems, such as Banner, Taskstream, Microsoft Excel, Nuventive Improve, Qualtrics Vocalize, and Activity Ensign. The data are summarized, reported, and acted upon in the appropriate functional meetings of the EPP, which include program coordinator meetings, program faculty meetings, department meetings, senior faculty meetings, Professional Education Council meetings, and EPP assessment meetings. Faculty and staff of the EPP collaborate within the Faculty of Education, as well as with other faculties of the College of Arts, Sciences, Business and Education and the division of University College and Lifelong Learning, to develop and implement actions to address areas for improvement identified during review of the data. Improvements that require curriculum or policy changes are voted upon and approved by Education Department faculty and the Professional Education Council. Program assessment plans and assessment review results related to student learning outcomes are entered into the University’s Nuventive Improve Assessment Monitoring Software. Other results are included in reports that are shared with faculty and staff through a Microsoft OneDrive team site.

The EPP also participates in comprehensive national educator preparation accreditation review. This comprehensive review entails faculty and stakeholder evaluation of learning and performance outcomes and operations data for the EPP against goals and professional standards as well as examination of the operation of its quality assurance system. WSSU completed its last cycle of educator preparation program accreditation with NCATE in Spring 2015 and was approved for re-accreditation with no areas for improvement. The EPP submitted its CAEP continuing accreditation self-study report in June 2021 and will host its on-site accreditation visit by CAEP in Spring 2022.

Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.

Undegraduate field experiences at WSSU are divided into four phases that describe the increase in development of knowledge, skills, and dispositions over the span of the licensure program. Early Field

Experience I courses are designed to (1) introduce students to modern American educational environments, and (2) confirm students' interest in and passion for the teaching profession. Early Field Experience I Courses are informed by and aligned with the Danielson Framework for Teaching. The Danielson Framework for Teaching is defined as a "philosophical approach to understanding and promoting great teaching". The initial Framework was divided into four domains: (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibility. Early Field Experience I courses focus on Domain 2: The Classroom Environment, and Domain 4: Professional Responsibility.

Early Field Experience II courses are the second phase field experiences and are situated in the second fourth of the curriculum. The courses in this phase provide students with multiple opportunities to explore overarching educational ideas and perspectives as well as to concentrate on specific pedagogical skill and knowledge building. These courses are designed to (1) provide opportunities for students to gain knowledge of positive learning communities and classroom environments, (2) engage students in planning for culturally responsive teaching and learning, (3) provide opportunities for students to learn the importance of various forms of assessments and their purposes (formal and informal assessment, formative & summative assessment, & progress monitoring (at emerging and developing levels), (4) provide students an opportunity to understand the importance of positive relationships with families and the community to support student learning and ways to develop these types of relationships, and (5) provide opportunities for students to reflect on related experiences in classrooms. Signature assignments in Early Field Experience II courses focus on lesson planning (emerging level), assessment (emerging and developing levels), working with parents and families (emerging level), developing a positive classroom environment (developing level), and reflecting on related and personal experiences (developing level).

Due to continued COVID-19 restrictions prohibiting volunteers in schools, during the 2020-2021 academic year, the EPP required faculty teacher early field experience courses to use alternative field experience processes for their courses. To provide optimum alternative virtual field experiences for Early Field I courses, the EPP purchased subscriptions to the ATLAS video library which houses videos and commentaries submitted by candidates for National Board Certification in most licensure areas. The ATLAS videos are aligned with the Danielson Framework, *edTPA*, and other standards. Faculty used the videos to highlight specific aspects of teaching and learning and required reflection by students on the videos and associated commentaries. With more than 1,300 videos ranging across grades and subject areas, this tool provided faculty and majors with extensive opportunities to learn about planning, teaching, and assessment tools used in effective teaching.

Candidates engaged in phases three and four, preclinical and student teaching, were the only candidates allowed to complete in-person field experiences during the 2020-2021 academic year. The preclinical and student teaching experiences represent a year-long supervised experience. Preclinical occurs the semester prior to the full-time student teaching experience and consists of an equivalent one full day a week experience spread across 15 weeks. For preclinical and student teaching, candidates are typically placed in the same classroom with a qualified clinical educator and are supervised by a university supervisor. During the preclinical semester, candidates complete methods classes and practice their teaching skills in their methods class before facilitating instruction in their assigned classrooms(s) under the direction of an assigned clinical educator. Candidates who are teachers of record in their P-12

classrooms are allowed to complete their preclinical and student teaching in their own classrooms with support of an in-school licensed mentor teacher and a university supervisor. Fall preclinical candidates begin their experience when their clinical educators return to work prior to the beginning of a school year. Spring preclinical candidates begin their experience in January when their clinical educators return after the winter break.

During the 2020-2021 academic year, the EPP conducted an intense analysis of the preclinical experience and consequently adopted significant changes approved by the Professional Education Council and the Academic Standards Curriculum Committee. Program coordinators completed a survey related to the methods courses that provide oversight of the preclinical practicum which included items such as the number of hours completed by candidates at placement sites; the number of lessons taught, formally observed, and evaluated; and the *edTPA* tasks practiced during the preclinical practicum. Careful analysis of survey data uncovered inconsistencies across programs that resulted in changes to the preclinical practicum to improve consistency of expectations across programs. Recommended changes were advanced through the proper channels with collaboration from program faculty and school partners. Comprehensive goals were set for the undergraduate preclinical practicum and minimum expectations set across program areas while also allowing individual programs to set higher expectations for their candidates if desired, effective Spring 2021. The same recommended changes were adopted for the MAT program during the Spring 2021 semester and will become effective in Fall 2021. All candidates are expected to complete a minimum of 90 hours in their settings, teach a minimum of four formally observed lessons, and be evaluated at the middle and end of the semester, using the Pre-CPAST Evaluation adopted in Spring 2019 for use beginning Fall 2020. The one program that had not previously identified a course to manage the preclinical selected one. To clarify expectations for students, preclinical course descriptions that did not contain information regarding the expectation of a preclinical practicum were revised, approved by the EPP and forwarded to the dean and then to the Academic Standards and Curriculum Committee (ASCC) for approval and inclusion in the forthcoming catalog.

During the 2021-2022 academic year, the EPP will continue with revisions to early field experiences revisited prior to the Spring 2020 school closures. A special focus will be placed on diversifying the field experiences and ensuring that candidates spend one full semester in a low performing school prior to student teaching. Many candidates accomplish spending a full semester in a low performing school simply because many of the schools in the local district where candidates are placed are also low performing schools.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.

Candidates experience the beginning of the school year and as close as possible to the end of the school year, as the university semester ends prior to the closing of schools. Teacher candidates in the undergraduate initial licensure programs at Winston-Salem State University complete a two-part supervised clinical experience in the public schools. The first part of the supervised clinical experience is the preclinical practicum. The preclinical practicum is a supervised, semester-long part-time clinical experience occurring the semester prior to full-time supervised student teaching. In most cases, candidates in the preclinical are placed in the same classroom(s) in which they complete their student teaching. Preclinical students in Elementary Education and Birth through Kindergarten Education are in their

placement sites two days-a-week. Undergraduate candidates in other programs complete a minimum range of 90 to 110 hours in their placement sites during the semester. Those candidates spend one-day-a-week or two half-days-a week in their assigned classroom(s). Preclinical and student teaching candidates begin their experiences with their clinical educators on the first reporting day for teachers at their placement sites for the semester of their placement. This placement allows undergraduate initial licensure candidates to experience the beginning of the school year and as close as possible to the end of the school year. Student teachers spend every day for a full semester in their assigned classrooms. Undergraduate candidates who are teachers of record in their own public school classrooms complete the preclinical practicum and student teaching in their own classrooms and experience the full-range the expectations of teachers from the beginning through end of the school year.

As a result of revisions to the Master of Arts in Teaching (MAT) initial licensure program, MAT teacher candidates who are not teachers of record in their own public Pre-K through 12th grade classrooms, follow the same schedule as undergraduates for their preclinical practicum and clinical internship. Consequently, MAT candidates begin the 15-week supervised preclinical experience on the first reporting day for their clinical educator. Following the preclinical practicum, MAT candidates also complete a semester-long supervised clinical internship with their assigned clinical educator and follow the schedule of the assigned clinical educator as closely as possible through the end of semester. MAT candidates who are teachers of record in their own public Pre-K -12 classroom fulfill requirements of full-time teachers while completing requirements for licensure.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

28.8 % of candidates in the EPP that are first generation college attendees

36.9 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

In 2019, Birth-Kindergarten Education (BKE) faculty actively participated in the NC Early Learning & Literacy Impact Coalition to identify strengths and opportunities for growth within and across early childhood (Birth through Pre-Kindergarten) and early elementary (Kindergarten -3rd Grade) preparation

programs across the state. The text, *The Science of Early Learning: How Young Children Develop Agency, Numeracy, and Literacy* was shared, reviewed, discussed in detail and has been incorporated into the birth-kindergarten program curriculum. All birth-kindergarten teacher licensure candidates are required to complete BKE 3329: Early Language and Literacy II. This course is designed to teach students how to recognize and implement appropriate environmental strategies that support early literacy development and appropriate early experiences with books and writing. Emphasis is placed on speaking and listening, as well as reading and writing readiness. Additionally, literacy instruction is also intentionally integrated into BKE 3344: Curriculum Planning for Preschool Classrooms. This course is designed to provide guidelines for curriculum planning for classrooms of young children in birth through kindergarten.

MAT Candidates with a concentration in Birth-Kindergarten Education complete BKE 6335: Language and Literacy in Early Childhood Education. This graduate-level course is designed to teach graduate students how to recognize and implement appropriate environmental strategies that support early literacy development and appropriate early experiences with books and writing. Emphasis is also placed on speaking and listening in this course, as well as reading and writing readiness.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	A Guilford County Schools Middle School
Start and End Dates	September 2020 through Mary 2021
Priorities identified in Collaboration with LEAs/Schools	Mentoring to improve of teacher quality
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	Twelve hours of support was provided to an emergency licensed middle school math teacher covering development of conceptual knowledge as well as procedural skills in mathematics, teaching slope concept, and identifying a teacher training program for continuing professional development towards a North Carolina Professional Teaching License.
Summary of the Outcome of the Activities and/or Programs	The mentee applied to and was accepted into a teacher training program.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Quality Education Academy, Winston Salem, NC
Start and End Dates	September 2020 through March 2021
Priorities identified in Collaboration with LEAs/Schools	The collaboration focused on English/Language Arts curriculum revisioning, mentoring of new teachers, and improving middle school students' English/Language Arts skills via Battle of the Books.
Number of Participants	Four (4) teachers, three (3) middle school students, one WSSU candidate, and one WSSU professors.
Activities and/or Programs Implemented to Address Priorities	The WSSU professor held weekly meetings with four English Language Arts teachers to address issues of curriculum and student performance. One WSSU candidate participated in four Battle of the Books meetings.
Summary of the Outcome of the Activities and/or Programs	QEA added more multi-cultural texts as a part of the English Language Arts curriculum for the middle school. Students were also engaged with students in Battle of the Books.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Winston-Salem Forsyth County Schools Virtual Academy – Elementary School
Start and End Dates	5/13/2021
Priorities identified in Collaboration with LEAs/Schools	The priority addressed was water safety.
Number of Participants	17 children
Activities and/or Programs Implemented to Address Priorities	A WSSU professor, who is a certified water safety instructor, presented the American Red Cross

	Longfellow Whale Tails water safety program to elementary students in the Winston-Salem Forsyth County Virtual Academy.
Summary of the Outcome of the Activities and/or Programs	Students learned water awareness and safety in and around the water.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Winston-Salem Forsyth County Schools
Start and End Dates	4/30/2021
Priorities identified in Collaboration with LEAs/Schools	The priority is to involve more Piedmont Triad schools and their students in annual mathematics related activities in an effort to increase participation in STEM related careers.
Number of Participants	201 Piedmont Triad students
Activities and/or Programs Implemented to Address Priorities	The WSSU Department of Education and Department of Mathematics presented the 2021 Master Mathematician to increase student interest and participation in STEM activities.
Summary of the Outcome of the Activities and/or Programs	The Master Mathematician Event involved 4 area elementary schools: Caleb's Creek Elementary, Quality Education Academy, Carter G. Woodson, and Kimmel Farm Elementary. There were 201 participants who joined a 3rd and 4th grade virtual math event. This event provided students enrolled in 3rd and 4th grade with mathematics trivia questions that could be done in a fun virtual environment. Students answered multiple choice mathematics questions aligned with the North Carolina Standard Course of Study. The Master Mathematician Event was part of the 2021 NC Science Festival. Founded in 2010. The North Carolina Science Festival is the first statewide science festival in the United States.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Winston-Salem Forsyth County Schools
Start and End Dates	October 2020 through May 2021
Priorities identified in Collaboration with LEAs/Schools	Literacy initiative with students/families of elementary schools in Winston-Salem Forsyth County Schools
Number of Participants	Fall 2020: 12 students Spring 2021: 6 students
Activities and/or Programs Implemented to Address Priorities	Initiative of Reading Improvement for Students Everywhere (I-RISE) Literacy Academy tutored young developing readers to improve reading fluency, word recognition, reading comprehension and spelling.
Summary of the Outcome of the Activities and/or Programs	Students made gains in at least one area of the literacy focus and parents received information to continue the learning process with the skills and strategies implemented.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Winston Salem Forsyth County Schools
Start and End Dates	September 2020 through May 2021
Priorities identified in Collaboration with LEAs/Schools	The WS/FCS Equity Advisory Council will be established in accordance with Equity Policy – 1100.
Number of Participants	Advisory Council has roughly a dozen members from the WSFC Community. Stakeholders include parents, students, non-profit, for profit and school representatives. A WSSU faculty member serves on the advisory council.
Activities and/or Programs Implemented to Address Priorities	This council, of diverse voices, is a commitment to transforming practices for the purpose of achieving equity, educational excellence, and the

	social-emotional and physical well-being of every student in Winston-Salem Forsyth County Schools.
Summary of the Outcome of the Activities and/or Programs	The WS/FCS Advisory Council will: A. Act as advisory committee to various WS/FCS departments such as Instructional Services, Human and Financial Resources, School Board, and the Office of Equity and possess no independent authority or decision-making power, B. Collaborate with the Superintendent and aforementioned groups to provide input, advice, and/or feedback to WS/FCS on equity-related initiatives and issues, C. Annually review annual goals and priorities, local plans, including any revisions, and provide input into the development of equity reports and updates, D. Serve as a liaison to the public by encouraging a collaborative relationship between school/district staff and the community and by communicating the committee's recommendations and progress towards meeting Strategic Plan goals, and E. Perform any related tasks assigned and/or other functions as requested by the School Board and/or Superintendent
LEAs/Schools with whom the EPP has Formal Collaborative Plans	UNC System Literacy Fellows
Start and End Dates	July 2020-December 2020 July 2020-December 2020
Priorities identified in Collaboration with LEAs/Schools	The assignment of UNC Literacy Fellows was an outgrowth of the SBoE Literacy Task Force work. Literacy Fellows selected from the UNC Schools were identified to carry out the recommendations of the Literacy Task Force. Thus, Literacy Fellows developed a Literacy Framework based on 8 components of essential literacy information for EPPs to include in their Programs of Study for

	K-3 literacy development (BKE, ELE, SPE programs were the focus).
Number of Participants	10 Literacy Fellows; A WSSU elementary education faculty member participated as a Literacy Fellow.
Activities and/or Programs Implemented to Address Priorities	<p>UNC EPPs reviewed the recommendations, provided feedback, and in some cases recommended readjustments to the framework.</p> <p>EPPS are currently using the Framework to implement their own self-study of literacy instruction in 3 phases.</p>
Summary of the Outcome of the Activities and/or Programs	Phases I, II, & III are ongoing Self-Studies conducted by each UNC EPP until Dec 2021.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program.

Gender	Number
Male	7
Female	43
Gender Neutral	
Gender Not Provided	
Total	50
Race/Ethnicity	Number
African-American	36
Am. Indian/ Alaskan Native	
Asian	2
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	
White	6
Two or More Races	1
Race Not Provided	4
Total	50

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	30	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	1	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	4	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	3	White	0
	Two or More Races	0	Two or More Races	2	Two or More Races	0
	Not Provided	2	Not Provided	3	Not Provided	0
	Total	9	Total	43	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	1	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0

	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	2	White	2	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	2	Total	5	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	1	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	4	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by EPP).

Program Area	Bachelor Degree		Licensure Only		Residency	
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC	PC	LC
Prekindergarten	1	1	1	2	0	0
Elementary	4	2	0	0	0	0
Middle Grades	0	0	0	0	0	0
Secondary	1	1	0	0	0	0
Special Subjects	6	1	0	0	0	0
Exceptional Children	3	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	15	5	1	2	0	0
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	19	15	78.95	14	73.68

	State	2,307	1,996	86.52	1,531	66.36
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N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Winston Salem / Forsyth County Schools	434
Guilford County Schools	137
Charlotte-Mecklenburg Schools	133
Wake County Schools	78
Davie County Schools	29
Durham Public Schools	27
Lexington City Schools	24
Stokes County Schools	24
Surry County Schools	24
Cumberland County Schools	21

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	909.35
MEAN SAT Math	462.90
MEAN SAT Verbal	475.48
MEAN ACT Composite	17.67
MEAN ACT Math	17.33
MEAN ACT English	16.27
MEAN CORE Combined	512.80
MEAN CORE Reading	176.40
MEAN CORE Writing	166.40
MEAN CORE Math	173.00
MEAN GPA	3.40
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

G. Scores of student teachers on professional and content area examinations.

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Elementary (grades K-6)	9	11.11	9	55.56	10	50	10	80
2017	M.G. Language Arts	2	*	2	*	2	*	2	*
2017	M.G. Math			1	*	1	*	1	*
2017	Music	2	*	2	*	2	*	2	*
2017	Spec Ed: General Curriculum	3	*	6	50	6	83.33	6	83.33

2017	Institution Summary	16	12.5	20	50	21	57.14	21	71.43
2018	Elementary (grades K-6)	9	33.33	9	44.44	9	55.56		
2018	Health and Physical Ed	3	*	3	*	3	*		
2018	Music	1	*	1	*	1	*		
2018	Spec Ed: General Curriculum	1	*	1	*	1	*		
2018	Institution Summary	14	50	14	57.14	14	64.29		
2019	Elementary (grades K-6)	6	16.67	6	16.67				
2019	English	1	*	1	*				
2019	M.G. Math	1	*	1	*				
2019	Math (grades 9-12)	1	*	1	*				
2019	Institution Summary	9	33.33	9	33.33				
2020	Elementary (grades K-6)	4	*						
2020	English	1	*						
2020	Health and Physical Ed	1	*						
2020	M.G. Social Studies	1	*						
2020	Spec Ed: General Curriculum	2	*						
2020	Institution Summary	9	66.67						

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
9	9	27

I. Field Supervisors to Students Ratio (including both internship and residencies).

1:2.4

J. Teacher Effectiveness.

Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a 'beginning teacher' as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of 'Developing' to 'Distinguished'. Effective 2020-21, at the end of their third year beginning teachers must be rated 'Proficient' on Standards 1-5 on the most recent 'Teacher Summary Rating Form' in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included 'Does Not Meet Expected Growth', 'Meets Expected Growth, and 'Exceeds Expected Growth'. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p>							
<ul style="list-style-type: none"> - Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year. - Blank cells represent no data available. - If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A. 							
<i>Standard One: Teachers Demonstrate Leadership</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	14.29%	85.71%	0.00%	0.00%	7	0
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
<i>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	85.71%	14.29%	0.00%	7	0
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197

<i>Standard Three: Teachers Know the Content They Teach</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	14.29%	85.71%	0.00%	0.00%	7	0
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<i>Standard Four: Teachers Facilitate Learning for Their Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	14.29%	85.71%	0.00%	0.00%	7	0
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<i>Standard Five: Teachers Reflect on Their Practice</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	28.57%	71.43%	0.00%	0.00%	7	0
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<i>Student Growth: Teachers Contribute to the Success of Students</i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing
Inst Level:	20.00%	80.00%	0.00%	5	2
State Level:	13.49%	81.42%	5.09%	1,238	1,169