

2018-2019

EPP Bachelor Performance Report

Salem College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Salem College is an independent college committed to the liberal arts and to the preparation of professional educators. Founded by the Moravian Church as a school for girls (now Salem Academy), Salem College is the oldest continually operating women's college in the nation and the 13th oldest college overall. Located in historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal arts education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical,

and ethical thought; and prepare for positions of leadership and responsibility in a changing world. As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of North Carolina since 1964. Undergraduate licensure candidates pursue a Bachelor of Arts (BA), a Bachelor of Science (BS), or a Bachelor of Science in Business Administration (BSBA) degree in conjunction with a licensure curriculum for elementary education (K-6), general curriculum special education (K-12), Spanish (K-12), middle school/secondary content areas (English/language arts, math, social studies, science), and art education (K-12). All undergraduate licensure candidates complete fieldwork in education including a field-based practicum (student teaching). Post-baccalaureate (post-bac) candidates pursuing initial licensure in elementary or special education complete all content-area and licensure coursework at Salem College; however, it is assumed that post-bac candidates wishing to teach in the middle or secondary grades begin their licensure programs already possessing a BA/BS or the required 24 hours in their desired area of specialty. If not, such candidates pursue at least 24 hours of content coursework simultaneously to the post-bac licensure curriculum. Additionally, add-on initial licensure is offered in the areas of Academically and Intellectually Gifted (AIG, K-12) and reading (K-12). Salem offers advanced competency licensure and master's degrees for licensed practitioners wishing to enhance their professional skills in the areas of elementary education (K-6), general curriculum special education (K-12), language and literacy (K-12), and school counseling (K-12).

Special Characteristics

Salem College is a multi-age campus located in a beautiful, restored historic village. Traditional age students are women, most of whom are campus residents. Adult students seeking their first four-year degrees are a significant and valued part of the undergraduate population as well. The graduate program serves two constituencies: adult students with college degrees (some with advanced degrees) wishing to change careers and enter the teaching profession, and experienced teachers who seek to become master practitioners and enhance their professional skills and licensure. Lateral entry teachers are offered licensure coursework in a variety of specialty areas.

In order to accommodate students' work schedules, classes for both initial and advanced licensure are offered during evening hours. The constructivist philosophy guides all of Salem's teacher education programs with courses designed to emphasize integrated instruction that is authentic and student-centered.

Program Areas and Levels Offered

Salem College offers the following undergraduate teacher education programs leading to initial North Carolina licensure: elementary education (K-6); art education (K-12); content areas for the middle grades (6-8) in English language arts, mathematics, science, and social studies; general curriculum special education (K-12); Spanish (K-12); and content-area secondary education (9-12) in English, mathematics, science, and social studies. At the graduate level, Master of Arts in Teaching (MAT) candidates may earn licensure (initial and advanced) in elementary education (K-6); art education (K-12); content areas for the middle grades (6-8) in English language arts, mathematics, science, and social studies; general curriculum special education (K-12); Spanish (K-12); and content-area secondary education (9-12) in English, mathematics, science, and social studies. Candidates who possess a first license may pursue add-on licensure for academically and intellectually gifted (AIG K-12) and reading (K-12).

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative 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.

In addition to an introductory survey course that examines a variety of diversity issues in the context of 21st century schools (titled "Learners In Context") all general education teacher candidates (elementary, middle, and secondary) are required to complete a special education overview course ("Introduction to Exceptionalities") that presents broad categories/characteristics of disabilities (physical, cognitive, and social/emotional) and effective teaching practices/accommodations. A subsequent class ("Instructional Design") builds upon candidates' understandings and prepares general education teachers to teach students with exceptionalities in inclusive classroom settings as well as to collaborate with other school personnel such as IEP teams. Additionally, candidates continue to consider appropriate strategies for differentiation and/or accommodation for students with disabilities. During their clinical experience (student teaching), teacher candidates are required to create and submit lesson/unit plans that document that instruction effectively addresses all learners including students who have disabilities.

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.

In their first block of licensure coursework, all candidates complete the "Learners in Context" course in which they explore issues of diversity with a goal of valuing individual and group differences. This course introduces the concept of language variation and addresses the importance of differentiation for students of limited English proficiency. Methods courses address differentiation with specific strategies for differentiating within the content areas. During their clinical experience (student teaching), teacher candidates are required to create and submit lesson/unit plans that document that instruction effectively addresses all learners including those students with limited English proficiency.

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 universal design for learning.

Early in their program of study, all initial licensure candidates are required to complete a class addressing 21st Century Teaching & Learning. This course introduces candidates to the principles for integrating instructional technology and provides them with experience in using a variety of instructional tools. The course requires that licensure candidates display proficiency with basic technology applications appropriate for classroom use. The use of instructional technology is integrated in all other education courses with special emphasis given in methods courses where candidates focus on the intersection of technology integration and content pedagogy. During the student teaching experience, candidates must demonstrate the effective use of instructional technology.

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

Data collection, management, and analysis are modeled through the program's assessment process, and structured field experiences provide additional opportunities for candidates to observe data processes in clinical settings. As candidates progress through the formal “Instructional Design” class and into the more traditional methods-type courses, the expectation is that meaningful technology integration and the use of technology to collect and use assessment data will be a facet of each instructional unit they create. Although Salem cannot predict what specific technology applications candidates will encounter in their professional lives, candidates receive continued practice with operating platforms, open source resources, electronic portfolios and other technology assessment tools useful to improve teaching and learning as they complete their teacher preparation programs.

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

The department's approach to instructional planning emphasizes the importance of integrating the arts across all content areas. Candidates at all levels, but especially at the elementary level, are required to demonstrate integration of arts in lesson and unit plans during their methods courses. During the student teaching experience, candidates must address the arts in their instructional plans and are provided feedback from cooperating teachers and student teaching supervisors.

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

All faculty members are involved in the self-study process for all licensure programs. Each year faculty review assessment data to determine areas of strength and areas for focused improvement, and the department submits an assessment report that details progress on goals and identifies areas of focus for the following year. Every seven years the Department of Teacher Education prepares an extensive self-study. This study includes student learning outcomes and measurements, internal corroboration of program quality, external corroboration of program quality, assessment of the strengths and weaknesses of the program, and recommendations for continuous improvement.

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

Salem College's field and clinical experiences are currently organized in three stages. Stage I includes the introductory level courses (Semesters 1 and 2). In these courses, teacher candidates are asked to begin to observe and reflect on what it means to be a teacher by visiting local schools, observing classes and students, and talking to teachers. Within this stage, candidates complete a full semester field experience in a low performing school in the "Learners in Context" course. In Stage II (Semesters 3-5 in the program), teacher candidates progress to a more active role in the classroom. Learning experiences during Stage II include additional observations; mini lessons; community nights at local schools; and individual, small group, and

whole group instruction. Stage III is the student teaching experience in which students complete the student teaching internship in a K-12 classroom.

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

In the semester prior to the full-time student teaching internship, candidates receive their student teaching placements and begin experiences in that setting, thus allowing them experiences over two semesters. While the Salem academic calendar does not allow for candidates to be in the classroom for the final weeks of the P-12 school year, their classroom involvement extends into May, and candidates gain experiences in the final quarter of the school year. Because the beginning of the Salem academic year more closely aligns with the beginning of the P-12 academic year, candidates have the opportunity for engagement in clinical experiences at that time.

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

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Stokes County Schools
Start and End Dates	August 2018 - August 2019
Priorities Identified in Collaboration with LEAs/Schools	Effective instruction for students who are academically and intellectually gifted (AIG)
Number of Participants	3 faculty members, 9 Stokes County teachers
Activities and/or Programs Implemented to Address the Priorities	Through a partnership with the school district, teachers complete a sequence of four courses to earn AIG add-on licensure
Summary of the Outcome of the Activities and/or Programs	Nine teachers will complete AIG licensure in August 2019.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Stokes County Schools
Start and End Dates	August - December 2018
Priorities Identified in Collaboration with LEAs/Schools	Suicide/mental health training for school counselors and teachers

Number of Participants	2 faculty members, 40 Stokes County teachers, school counselors, and administrators
Activities and/or Programs Implemented to Address the Priorities	Provided a series of professional development presentations focused on identifying and assisting students in crisis
Summary of the Outcome of the Activities and/or Programs	Participants examined mental health challenges of youth, learned how to identify and assist students struggling and in crisis, reviewed warning signs of suicide, and became familiar with and practice use of suicide assessment/screener tool.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Stokes County Schools
Start and End Dates	October 2018 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	AIG Instruction and Support
Number of Participants	1 faculty member, 8 Stokes County administrators, teachers, and staff, 3 parents
Activities and/or Programs Implemented to Address the Priorities	Served on the district's AIG revision team to evaluate existingg AIG practices and to develop the new plan for 2019-2022.
Summary of the Outcome of the Activities and/or Programs	The plan was approved by the Stokes County Schools Board of Education and has been submitted to NCDPI.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Stokes County Schools
Start and End Dates	October 2018 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	Need for a multidisciplinary school mental health team
Number of Participants	1 faculty member, 22 Stokes County school counselors, school psychologist, district personnel, and community mental health service providers
Activities and/or Programs Implemented to Address the Priorities	Membership on Stokes Mental Health District Team
Summary of the Outcome of the Activities and/or Programs	Ongoing; The Stokes Mental Health team continues to promote consistency with processes surrounding mental health, provides support to families and students, promotes awareness of mental health needs and resources, brings awareness and collaboration to the team, builds teacher capacity, and builds a strong network through collaboration with the community.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Stokes County/Mount Olive Elementary
Start and End Dates	Janaury - February 2019
Priorities Identified in Collaboration with LEAs/Schools	Engagement to Support Achivement in Mathematics

Number of Participants	1 faculty member, 1 Stokes County teacher, 40 elementary students
Activities and/or Programs Implemented to Address the Priorities	Worked with AIG teacher to implement Math Fair, served as a judge for the Math Fair, and provided feedback for improving projects
Summary of the Outcome of the Activities and/or Programs	Students successfully completed math fair projects with several students advancing to regional and state competition.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools / Moore Elementary School
Start and End Dates	August 2018 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	Support for Students & Teachers in Deaf and Hard of Hearing Class
Number of Participants	1 faculty member, 18 teacher candidates, 12 elementary students
Activities and/or Programs Implemented to Address the Priorities	Engaged with students during classroom visits and assisted with classroom activities and special events
Summary of the Outcome of the Activities and/or Programs	Students received support in the classroom and were able to participate in special events outside of the classroom.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Stokes County Schools
Start and End Dates	August 2018
Priorities Identified in Collaboration with LEAs/Schools	Professional Development for Teachers and School Counselors
Number of Participants	3 faculty members, approximately 100 teachers and school counselors
Activities and/or Programs Implemented to Address the Priorities	At the request of district administration, faculty members prepared and led professional development sessions focusing on technology integration, differentiation for AIG learners, assessment, and suicide prevention
Summary of the Outcome of the Activities and/or Programs	Educators learned specific strategies to support student learning and well-being.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	1
Female	23
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	3
American Indian / Alaskan Native	

Native Hawaiian / Pacific Islander	
White	21
Multi-Racial	
Student does not wish to provide	

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	13
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	15
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	20
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1
	Total	1	Total	24

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	3
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	3

Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	6
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	7
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary		2	3	1		
MG	1			1		
Secondary		2	2			
Special Subjects				1		
EC		1		1		
VocEd						
Special Services						
Total	1	5	5	4	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Salem	20	95	85
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Winston Salem / Forsyth County Schools	315
Davidson County Schools	39
Stokes County Schools	31
Guilford County Schools	30
Davie County Schools	27
Surry County Schools	24
Charlotte-Mecklenburg Schools	16
Wake County Schools	16
Yadkin County Schools	13
Lexington City Schools	9

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,182.86
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	26.67
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	503.00
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.41
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	29	13	11	64	13	77	13	77
M.G. Math	1	1	1	*	1	*	1	*
M.G. Science	1							
M.G. Social Studies	1							
English	3	2	2	*	2	*	2	*
Math (grades 9-12)	2	1	1	*	1	*	1	*

Social Studies (grades 9-12)	1	1	1	*	1	*	1	*
Spanish	1							
Art	2							
Spec Ed: General Curriculum	8	7	4	*	5	40	6	67
Institution Summary	49	25	20	60	23	74	24	79
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	1	4			
U Licensure Only	1	2	1	2	1	
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1				1	
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	0	6

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:5

K. Teacher Effectiveness

Institution: Salem College
Teacher Effectiveness

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. 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 2010–2011, 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 include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			71.2%	26.9%	N/A	52	42
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	73.1%	23.1%	N/A	52	42
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	73.1%	23.1%	N/A	52	42
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	75.0%	21.2%	N/A	52	42
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			84.6%	13.5%	N/A	52	42

State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	20.0%	70.0%	N/A	40	54		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		