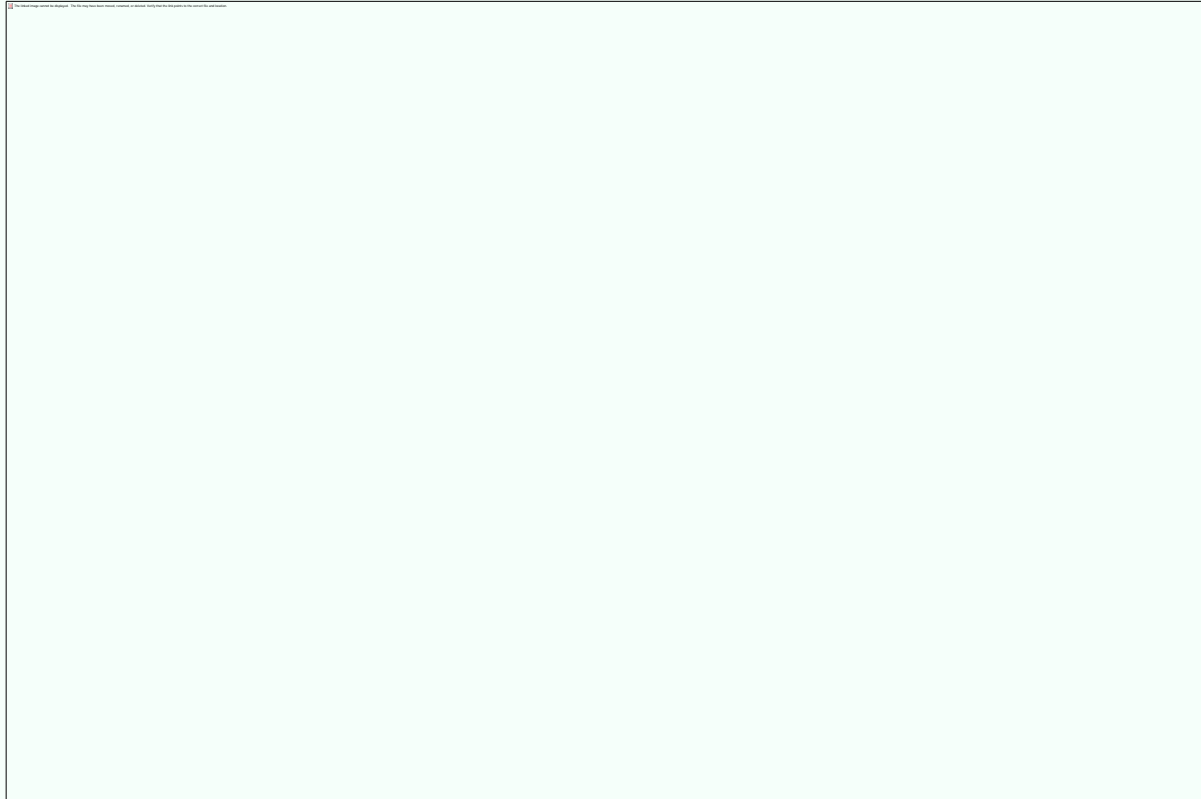


# 2019-2020

## EPP Bachelor Performance Report

### Winston-Salem State University



#### Overview of Institution

Winston-Salem State University, a constituent institution of the University of North Carolina System, is a historically black university and recognized regional institution offering baccalaureate and graduate programs to a diverse student population. The institution is recognized for its impact on its graduates and its affordability. CollegeNet has ranked WSSU #7 in the United States for social mobility and is one of only five institutions ranked in the top 20 on CollegeNET's Social Mobility Index for all five years of the rankings. In 2018, *Diverse: Issues in Higher Education* ranked the institution in the top 50 colleges in the nation for producing Black college graduates. The North Carolina Department of Commerce ranked WSSU #1 in the University of North Carolina System for graduates receiving jobs in North Carolina after graduation, and *Money Magazine* ranked the institution as the #1 public HBCU in the United States in its 2019-2020 rankings.

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 advances 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.

Winston-Salem State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. The institution is currently engaged in its re-affirmation process. The onsite re-affirmation visit, originally scheduled for Spring 2020, is postponed until Spring 2021 due to COVID-19 pandemic emergency impacts. Degree programs offered during the 2019 – 2020 academic year included 34 bachelor's degree programs, 7 master's degree programs, 2 doctorate degree

programs, and 1 post-master's degree program. The academic programs, 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 (The College), 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.

The College 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 The College are contained within 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 contained within seven departments.

In Fall 2019, WSSU enrolled 5121 students of whom 90.9% were undergraduate students and 9.1% were graduate students. Full-time students accounted for 84.8% of enrollment and part-time students were 15.2% of enrollment. Females represented 73.5% of enrollment and males were 26.5% of enrollment. Reported ethnicities of enrolled students were 74.9% African American, 12.6% White, 4.4% two or more races, 3.9% Latino, and 4.2% other ethnicity 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. Among these skills are strong oral and written communication, critical thinking, and creativity and problem solving. The general education design requires students completing studies at Winston-Salem State University to take a minimum of sixty (60) hours of General Education courses outside of their major field of study. Students are free to choose at least 20 courses that sample widely from the curricular offerings in general education. Students select general education coursework that addresses seven areas of knowledge, seven learning outcomes, and six curricular themes. The areas of knowledge include literature, history, social/behavioral science, natural science, mathematics and quantitative logic, fine arts and foreign language or 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. WSSU is currently developing its strategic plan for 2021 – 2026. In the process, the institution is reviewing performance on student learning outcomes and other performance metrics as it makes data-based decisions about revisions to the general education program and the student learning outcomes that will align with the goals of the new strategic plan.

Underpinning student success in the general education curriculum are the components of the general education advisement and the services available in the Student Success Center (SSC). General education advisement is provided by general education faculty across all academic programs. 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 development support, tutoring services, technological support, and career development. The Office of Career Development, located within the Student Success Center provides career development support. The Office of International Programs, also located within the SSC, promotes student involvement in study abroad programs to enhance the global awareness of the WSSU student population.

### **Program Areas and Levels Offered**

Administrative oversight of the Educator Preparation Program during 2019-2020 resided within the Faculty of Education and was the responsibility of the Chair of the Department of Education with oversight by the Dean of the College of Arts, Sciences, Business and Education (CASBE). Beginning July 1, 2020, the newly appointed Associate Dean for Education, Quality Assurance and Community Engagement within CASBE assumed responsibility for guiding educator preparation programs with continued oversight by the Dean of CASBE. 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, and Early Intervention and Preschool
- B.S., Elementary Education
- B.S., Teaching with teacher licensure concentrations in Secondary English Education, Secondary Mathematics Education, Middle Grades Education, and Special Education
- Master of Arts in Teaching (MAT) with concentrations in Middle Grades Education, Special Education and the recently approved Birth through Kindergarten Education

#### Department of Health, Physical Education and Sports Studies

- B.S., Physical Education with Teacher Licensure

## Department of Fine Arts

- B.A., Music with Teacher Licensure

The B.S. in Teaching concentration in Middle Grades Education includes licensure options in Language Arts, Mathematics, Science, and Social Studies. The Master of Arts in Teaching (MAT) includes Middle Grades licensure options in Language Arts, Mathematics, and Science. 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.

In addition to the degree program offerings, the Educator Preparation Program also serves individuals possessing a bachelor's degree who wish 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, may complete licensure requirements in the undergraduate non-degree licensure-only option by completing the undergraduate coursework and experiences required for licensure.

Educator preparation programs are coordinated by the Professional Education Committee (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 which is administrated by the Council for Accreditation of Educator Preparation (CAEP) through the end of the accreditation cycle in 2022. All educator preparation programs are approved by the North Carolina State Board of Education.

**Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)**

Traditional	Lateral Entry	Residency
X		

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

For the report, briefly describe your current efforts or future plans 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.**

## 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, 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).

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 the Music, Teacher Licensure program 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 students 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 them 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 teaching candidates completing the edTPA are required to address the modifications and supports, provided for students with different academic needs, in their planning, instruction, and assessment of student performance. Candidates are expected to demonstrate their knowledge by utilizing a child's Individualized Education Plan (IEP) and 504 plans in this process. Evaluation of candidate 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. Candidates 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, in order to have 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, if allowed to participate by school personnel and with parents' permission.

### 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.

Undergraduates 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 of classroom field experience in which they teach at least two math lessons and complete a progress monitoring activity. The progress monitoring activity requires pre-service students to monitor a P-12 student's progress utilizing weekly curriculum-based measurement probes. Pre-service students 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. Pre-service students 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 Pre-clinical Experience, a supervised 15-week field experience which occurs the semester prior to full-time student teaching. Students complete an edTPA Task 1 and Task 2 Practice assignment during the Pre-clinical Experience.

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, 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.

Candidates in the Middle Grades Education and Special Education tracks of 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. Students 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. 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. 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. All teacher education candidates 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. Students 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 university design for learning.**

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. The course emphasizes actual integration of information, communication, learning and assessment technology in typical P-12 settings from a teacher's perspective. Technology use is highlighted for researching, planning, and delivering instruction and subsequently assessing students' learning and their own instruction. Students completing the course exhibit proficiency in creating technology rich learning environments that 1) engage students in effective use of digital tools to locate, analyze, evaluate and use information resources to support learning and solve authentic problems using digital tools and resources; 2) promote student reflection using collaborative technology tools; 3) incorporate digital tools and resources to promote student learning and creativity; 4) engage students as active participants in setting their own educational goals, managing their own learning, and assessing their own progress; 5) utilize personalized learning activities using digital tools and resources to address students' diverse learning styles, working strategies, and abilities; 6) provide students with multiple and varied formative and summative assessments to inform learning and teaching; 7) facilitate communication of relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats; and 8) model safe, legal, and ethical use of digital information and technology. Students in the course complete several assignments replicating real-life practices that require students to use different kinds of software, hardware, and internet-based resources to design, modify, evaluate, and integrate technology into instruction in ways that positively impact performance of P-12 students. Students in the course learn course content through engaging in Canvas learning management system discussion boards to reflect on the learning of course content, using a variety of digital storage devices and applications, using digital collaboration tools, such as Google Docs and Canvas Collaborations for group projects, applying digital research applications and video creation technology, such as SoundCloud, to create instructional podcasts, building integrated learning explorations using WeExplore, and practicing ethical and responsible use of information and technology resources.

Technology use is also integrated into coursework across the teacher preparation curriculum. Students are introduced to and use technologies such as PowerPoint, Prezi, Canvas, Taskstream, the Adobe Cloud suite of software, as well as other video and audio equipment and software,

including Web 2.0 software tools for presentations, and other online instructional tools. Methods courses require that candidates incorporate instructional technology tools in their lesson plans as one of the teaching modalities.

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.

**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.**

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. 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.

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 Experience and Student Teaching. They use assessments, such as Ka-Hoot It!, Poll Everywhere, and Quizlet, 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 students 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 assessment system that is 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 assessment



system are aligned to the competencies outlined in the North Carolina Professional Teaching Standards, the 2013 InTASC Learning Progressions for Teachers, the 2013 CAEP Standards, the WSSU Educator Preparation Program Conceptual Framework, and other national professional standards, as well as the WSSU general education student learning outcomes.

The assessment system 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, the Midpoint/Pre-clinical, 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/Pre-clinical 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 program 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 GRE/MAT scores, 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 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 Ensignt. 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, 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 shared network drive and on a Microsoft OneDrive team site.

The EPP is continuing implementation and/or monitoring of action steps taken to improve Praxis Core and licensure test pass rates developed as a result of 2017-2018 licensure test performance. Candidates' low passing rates resulted in the implementation of several action steps to improve pass rate performance. Continuing actions include:

1. providing multiple opportunities for Elementary Education and Special Education candidates to take pre-tests for the Reading Foundations;
2. offering an optional test preparation class on Foundations of Reading;
3. aligning courses with relevant test objectives;
4. including more specific and visible information on program entry, program completion, and licensure requirements on the Department of Education website;
5. providing presentations and a checklist at majors' meeting on EPP requirements for program entry, retention, completion, and licensure to ensure students are well-informed of program requirements;
6. ensuring that syllabi for education courses include information on program entry and testing requirements;
7. providing a Department of Education handbook focused on testing requirements and preparation;
8. offering a Praxis Core preparation course each semester;
9. continuing requirement of the Principles of Mathematics I and optional offering of the Principles of Mathematics II courses, which include added weekly recitation sessions for both courses for tutoring and additional practice;
10. adding a sophomore year mathematics course for Elementary Education candidates focused on deepening knowledge and skills needed to effectively teach mathematics concepts in kindergarten through 6th grade;

11. renewing faculty commitment each semester to infuse Praxis Core test taking skills along with Praxis Core test practice in early Education core coursework; and
12. securing ongoing tutoring support on writing and mathematics skills and other wrap-around academic support services for education majors from the WSSU division of University College and Lifelong Learning, the division responsible for pre-major advising and support.

The EPP also participates in comprehensive national educator preparation accreditation review. 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 is currently conducting a self-study and will host its continuing accreditation site visit by the Council for the Accreditation of Educator Preparation 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.**

Early Field Experience is an integral part of Winston-Salem State University's educator preparation program. Through the Early Field Experience, candidates integrate the various elements of basic studies and professional education into application in the "real world" setting of a teacher. During the Early Field Experience, prospective teachers synthesize and apply theoretical knowledge from courses in realistic planned professional settings by observing effective licensed teachers; by examining the organization and operation of the school; and by demonstrating practices to improve student learning in a variety of pre-kindergarten to twelfth grade (P-12) education settings with culturally and socio-economically diverse student populations. Early field experiences are aligned with the content of the course to which they are connected; hence, students are expected to demonstrate the competencies identified in each course. Prospective teachers are also expected to demonstrate appropriate dispositions and their ability to have a positive impact on student learning. These experiences are intended to provide opportunities for teacher education majors to develop the skills, knowledge, and disposition required for success in full-time teaching in public schools.

The development of rigorous and coherent field experiences is informed by collaboration between EPP faculty and school partners. Faculty in EPP programs develop field experiences that are aligned to course content, state and national standards and assessments (NCPTS, InTASC, specialty area standards, edTPA, etc.) and informed by collaboration with Clinical Educators and curriculum facilitators. In addition, the Clinical Experience Advisory Committee, a committee under the oversight of the Professional Education Council, is responsible for designing field experience expectations, developing recommendations for field experience procedures and policies, reviewing field experience alignment with coursework and with state and national standards, and reviewing field experience assessments and rubrics to make data-based decisions for improvement of field and clinical experiences. The Clinical Experience Advisory Committee includes WSSU EPP faculty and staff representation and school partners from the district and school level. Both EPP faculty and the Clinical Experience Advisory

Committee engage in revising field experiences to ensure that field experiences progressively build upon each other and that experiences are closely interwoven with the course content in order to ensure prospective teachers opportunity to observe and practice the theory and skills expected of effective teachers.

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

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 Experience. The Preclinical is a 15-week 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 classrooms in which they complete their student teaching. Preclinical students in Elementary Education are at their placements site for a full two days-a-week. Candidates in other programs attend their placement sites for a full one-day-a-week or two half-days-a week experience. 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. Teacher candidates in the initial licensure programs in the Master of Arts in Teaching (MAT), who are not teachers of record in their own public Pre-K through 12th grade classrooms, complete the 15-week supervised internship experience beginning on the first reporting day for their Clinical Educator for the semester of their placement. MAT candidates currently have a semester-long experience with their Clinical Educators. MAT programs are revising their clinical experiences to allow for a supervised Preclinical Internship in the semester prior to the full-time internship.

## **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	Ashley Academy for Cultural & Global Studies
Start and End Dates	September 2019 through November 2019
Priorities Identified in Collaboration with LEAs/Schools	The Radical Academic and Mentoring Service Program (RAMS Program) is a partnership between the Winston-Salem State University Department of Education, Ashley Academy for Cultural & Global Studies, and St. Paul United Methodist Church. The RAMS Program is a community service program designed to help bring about radical change in the academic and

	social success of children of color in Winston-Salem/Forsyth County Schools. As part of the partnership with Ashley Academy, each student enrolled in EDU 2301: Advancing the Academic Success of Black Males is paired with third, fourth, and/or fifth grade male students (Young Scholars) to provide social, emotional, and academic support. EDU 2301 is offered during the fall semester.
Number of Participants	40 WSSU students + 92 Ashley Academy students = 132 total participants
Activities and/or Programs Implemented to Address the Priorities	Ninety-two male students at Ashley Academy for Cultural & Global Studies were matched with WSSU mentors for weekly socio-emotional engagement.
Summary of the Outcome of the Activities and/or Programs	In the fall of 2019, WSSU students established meaningful relationships with their mentees to engage them in activities to positively impact their academic success, their behavior, and social relationships. The RAMS Mentors visited the Academy every week and a closing celebration was held at the end of the semester.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Ken Carlson Salvation Army Boys and Girls Club serving students in Winston-Salem Forsyth County
Start and End Dates	Fall 2019: October 24th through December 5th Thursdays from 4:00 pm to 6:00 pm Spring 2020 Dates: February 18th through March 11th Wednesdays from 4:00 pm to 6:00 pm
Priorities Identified in Collaboration with LEAs/Schools	<p>EPP Strategic Priority 5: <b>School and Community Engagement-</b> Develop awareness and capacity for EPP candidates to foster strategic partnerships with families, schools and the community supporting social justice advocacy and academic success.</p> <p>EDURAMS Afterschool Program Objectives:</p> <ul style="list-style-type: none"> <li>○ Provide academic support and enrichment to K-8 students attending the after-school program at the Ken Carlson Salvation Army Boys and Girls Club in Winston-Salem.</li> <li>○ Foster collaborative community-based support for WSSU Strategic Goals</li> <li>○ Impact achievement gap within low-performing subgroups</li> <li>○ Engage WSSU Students in authentic informal interactions with school-age children that support Department of Education academic initiatives.</li> </ul>

Number of Participants	Fall 2019 Participant Count: 30 K-8th grade students, 15 WSSU undergraduate and graduate students, 4 WSSU faculty and staff Spring 2020 Participant Count: 11 K-8th grade students, 15 undergraduate students, 3 WSSU faculty and staff.
Activities and/or Programs Implemented to Address the Priorities	The EDURAMS program provided homework support, tutoring, and enrichment activities for Kindergarten through 8th grade students. Activities were held for both Fall 2019 and Spring 2019. However, activities for Spring 2019 were cancelled after March 13th due to the COVID-19 pandemic.
Summary of the Outcome of the Activities and/or Programs	The Ken Carlson Salvation Army Boys and Girls Club transported participating students to the Albert H. Anderson Center, which houses the WSSU Department of Education, for the RAMS Program. Department of Education students, faculty and staff provided academic support with homework. K-8 students also received enrichment with experiences such as STEM activities, a nutritious meal cooking demonstration from a WSSU chef, and career exploration. Included among the WSSU tutors were select Education majors engaging in practical experiences in assessing, remediating and providing strategies to increase vocabulary, fluency, and reading comprehension skills.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Zion Memorial Baptist Church serving students from the Winston-Salem Forsyth County Schools
Start and End Dates	Fall 2019: October 24th through December 5th Thursdays from 4:00 pm to 6:00 pm  Spring 2020: February 27th through April 30th
Priorities Identified in Collaboration with LEAs/Schools	The I-RISE (Institute of Reading Improvement for Students Everywhere) Literacy Academy <ul style="list-style-type: none"> <li>• Provide assistance to struggling elementary schools student to support their development literacy skills that meet grade-level reading competency targets</li> <li>• Support parent involvement through communication of home/school connection strategies and fostering literacy strategies to assist I-RISE tutees</li> </ul>
Number of Participants	Fall 2019 <ul style="list-style-type: none"> <li>• University Tutors-11</li> <li>• Elementary Tutees-11</li> <li>• Parent Participants-0</li> </ul> Spring 2020 <ul style="list-style-type: none"> <li>• University Tutors-1/Graduate Tutors-3/Community Volunteer-1</li> <li>• Elementary Tutees-15</li> <li>• Parent Participants-16</li> </ul>
Activities and/or Programs Implemented to Address the Priorities	The I-RISE Literacy Academy is a weekly tutoring program during the school year that uses a collaborative approach to help elementary students in the community who desire to improve their literacy skills to become confident readers. I-RISE consists of 9-weeks of diagnostic one-on-one tutoring for developing readers in kindergarten through sixth grade. The weekly sessions consist of one-on-one tutoring which includes pre- and post-assessments in word recognition, spelling, reading comprehension and

	fluency. These specific areas are the key components of literacy development identified by the National Reading Panel report.
Summary of the Outcome of the Activities and/or Programs	<p><b>Fall 2019</b>-The I-RISE program was unable to secure a community site for Fall 2019. Therefore, candidates participated in the EDURAMS After School Program. Candidates were able to assess students and provide an overview of areas of strength and need. Students, their parents and tutors participated in a culminating celebration of students' growth and parents' learning on how to support reading development for their children.</p> <p><b>Spring 2020</b>- COVID-19 impacted I-RISE with a reduction in the tutoring force. Graduates who were beginning teachers had to resort to virtual lessons for their own students and the community volunteer was not computer literate to continue. However, the one ELE candidate and professor continued to provide virtual tutoring and literacy engagement weekly for all students with parental check-ins for home-school support during shelter-in-place and online education for all. The culminating celebration was also held through a virtual format. Parents expressed appreciation for the continued support of their children during the COVID-19 shelter restrictions.</p>
LEAs/Schools with whom the institution Has Formal Collaborative Plans	READWS (Read Write Spell), Winston-Salem Forsyth County Schools - The Department of Education partners with READWS; Winston-Salem Forsyth County Schools has selected Petree Elementary School as the Site for WSSU to tutor.
Start and End Dates	<p>Fall 2019: OWL Training occurred September 13th through September 15th; Tutoring occurred twice a week for one (1) hour from September 16th through November 22nd.</p> <p>Spring 2020: OWL Training occurred on February 7th through 9th; Tutoring occurred twice a week from February 13th through March 6th when the WSSU students went on Spring Break. COVID-19 led schools to canceling the volunteer programs and then closing, which ended tutoring.</p>
Priorities Identified in Collaboration with LEAs/Schools	The Winston-Salem State University Department of Education partners with READWS to use evidence-based literacy instruction strategies to provide literacy tutoring support for struggling elementary school readers in the Winston-Salem Forsyth County Schools. The mission of READWS is to reach, teach and advocate for struggling readers by training tutors, educators and parents to use the evidence-based, best practices of a multisensory structured literacy approach. READWS focuses on students who are at an economic disadvantage.
Number of Participants	<p>Fall 2019 Participants: 12 WSSU students; 2 faculty ; 25 Petree Students tutored</p> <p>Spring 2020 Participants: 21 WSSU students; 2 faculty; 26 Petree Students tutored</p>
Activities and/or Programs Implemented to Address the Priorities	The OWL (Opening the World of Literacy) Program of READWS trains and supports volunteer tutors who provide free, one-to-one/small group instruction in phonological and phonemic awareness (the building blocks of reading) to Kindergarten students in Winston-Salem/Forsyth County Schools (WSFCS) identified as needing additional support with early literacy skills. WSSU Elementary and Special Education students and faculty volunteers received OWL training in 3-day sessions in the Fall 2019



	and Spring 2020. Trained tutors then tutored twice a week for 10 weeks in the Fall and 3 ½ weeks in the Spring. COVID-19 school closures ended the tutoring.
Summary of the Outcome of the Activities and/or Programs	OWL Tutors for each semester received 15 hours of training in research-based multi-sensory literacy strategies for building phonemic and phonological awareness in beginning readers. Tutors received training in graphemes, phonemes, and guidance on helping beginning readers pronounce the sounds. Additionally, the students were trained in using the Heggerty system adopted by the WSFCS to teach phonological and phonemic awareness. Fall 2019 students tutored kindergarteners for 10 weeks. The Spring 2020 students tutored the same students for 3 ½ weeks before COVID-19 led to school closures.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Students of Winston-Salem Forsyth County Schools
Start and End Dates	1) Fall STEM Day held on Monday, November 11, 2020 8:00AM-5:00PM 2) The schedule Spring STEM Mini-Camp was cancelled due to COVID-19
Priorities Identified in Collaboration with LEAs/Schools	<p>RaMS-C: To build children's reading fluency, reading comprehension, and writing skills; enhance children's critical thinking, problem-solving, and basic math skills; increase children's exposure to Science, Technology, Engineering, and Math (STEM) activities; and reduce summer regression in skills and knowledge.</p> <p>SciTech Institute is an annual STEM experience which provides enrichment in science, math and technology for students in grades 4 through 8 in Winston-Salem and Forsyth County. The Institute is a collaborative effort between the Wake Forest Innovation Quarter, Winston-Salem State University, and the Winston-Salem Forsyth County Schools. The SciTech Director is a Middle Grades Education faculty member of Winston-Salem State University.</p>
Number of Participants	Fall STEM Day: Approximately 35 university students and 200 WSFC students
Activities and/or Programs Implemented to Address the Priorities	Fall STEM Day: University education majors planned and implemented activities to build student awareness and interest in STEM activities and career possibilities.
Summary of the Outcome of the Activities and/or Programs	Fall Summary of Activities: Activities included demonstrations by local persons in the STEM occupations as well as hands-on simulations for students to engage in and dialogue based on their knowledge.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Family Services Head Start (Child Development Center at Winston-Salem State University, Mineral Springs Elementary School Head Start, Head Start of Kernersville)
Start and End Dates	December 10, 2019: Holiday Book Donation and Read Aloud

Priorities Identified in Collaboration with LEAs/Schools	Support social, emotional, and literacy development of pre-kindergarten age children.
Number of Participants	Holiday Book Donation and Read Aloud Participant Count: 75 Head Start Children, 4 WSSU Undergraduate students, 4 Faculty and Staff
Activities and/or Programs Implemented to Address the Priorities	Holiday Book Drive: Faculty, staff and students distributed culturally books donated from WSSU faculty, staff, students and alumni to children at the WSSU Family Services Headstart. Faculty, staff and student volunteers read books to 75 children and facilitated a Kwanzaa demonstration.
Summary of the Outcome of the Activities and/or Programs	Holiday Book Drive and Read Aloud: WSSU Family Services Head Start Children received a book to add to their library and enjoyed listening and comprehending stories read aloud to them. The children also had an opportunity to learn and participate in the Kwanzaa Celebration.  The 4th Annual Family Success Collaborative: Kindergarten Readiness Edition Conference scheduled to take place on April 9, 2020 was cancelled due to COVID-19.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Carver High School of Winston-Salem Forsyth County School System
Start and End Dates	March 10, 2020
Priorities Identified in Collaboration with LEAs/Schools	Character Development
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	A Physical Education faculty member presented a motivational speech on having a positive attitude for a small group of students at Carver High School.
Summary of the Outcome of the Activities and/or Programs	Students learned the importance of attitude.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Winston-Salem Forsyth County Schools
Start and End Dates	June 17-July 26, 2019

Priorities Identified in Collaboration with LEAs/Schools	Childhood health, obesity prevention and wellness initiative implemented via a 6-week summer camp.
Number of Participants	Eighty (80) children aged 9-13 years old participated in the six week summer camp.
Activities and/or Programs Implemented to Address the Priorities	Physical Activity, nutrition. Sports, free breakfast and lunch, academic enrichment, life skills classes
Summary of the Outcome of the Activities and/or Programs	Approximately fifty (50) children completed the camp activities.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools, Wake Forest Innovation Quarter, Winston-Salem State University
Start and End Dates	
Priorities Identified in Collaboration with LEAs/Schools	SciTech Institute is an annual STEM experience which provides enrichment in science, math and technology for students in grades 4 through 8 in Winston-Salem and Forsyth County. The Institute is a collaborative effort between the Wake Forest Innovation Quarter, Winston-Salem State University, and the Winston-Salem Forsyth County Schools. The SciTech Director is a Middle Grades Education faculty member of Winston-Salem State University.
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
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Male	7
Female	15
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>22</b>
<b>Race/Ethnicity</b>	<b>Number</b>
Asian	1
African-American	10
Am. Indian/Alaskan Native	0
Hispanic/Latino	3
Native Hawaiian/Pacific Islander	0
White	6
Two or More Races	0
Race/Ethnicity Not Provided	2
<b>Total</b>	<b>22</b>

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

<b>Full-Time</b>					
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>
<b>Undergraduate</b>	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino	3	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	5	White	7	White
	Multi-Racial		Multi-Racial	1	Multi-Racial
	Not Provided	2	Not Provided	2	Not Provided
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>21</b>	<b>Total</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin

	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	

	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>						
<b>LC Completed program and applied for license</b>						
Prekindergarten	3					
Elementary	5	4				



Middle Grades		1				
Secondary	1					
Special Subjects	2					
Exceptional Children	2	1				
Vocational Ed						
Special Services						
<b>Total</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Comment or Explanation						

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

<b>2018-2019</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Winston-Salem State University	17	94	76
Bachelor	State	3617	83	70

**E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.**

<b>LEA</b>	<b>Number of Teachers</b>
Winston Salem / Forsyth County Schools	441
Charlotte-Mecklenburg Schools	147
Guilford County Schools	133
Wake County Schools	75
Durham Public Schools	31
Davie County Schools	28
Stokes County Schools	26
Surry County Schools	25
Cumberland County Schools	25
Lexington City Schools	21

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

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	495.04
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.47
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
<b>Comment or Explanation:</b>	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Elementary (grades K-6)	11	54.55	12	58.33	12	83.33	12	91.67
2016	English					1	*	1	*
2016	M.G. Math	1	*	1	*	1	*	1	*
2016	Music	1	*	1	*	1	*	1	*
2016	Spec Ed: General Curriculum	4	*	5	40	5	60	5	60
<b>2016</b>	<b>Institution Summary</b>	<b>17</b>	<b>41.18</b>	<b>19</b>	<b>52.63</b>	<b>20</b>	<b>75</b>	<b>20</b>	<b>80</b>
2017	Elementary (grades K-6)	8	12.5	8	62.5	9	55.56		

2017	M.G. Language Arts	2	*	2	*	2	*		
2017	M.G. Math			1	*	1	*		
2017	Music	2	*	2	*	2	*		
2017	Spec Ed: General Curriculum	3	*	6	50	6	83.33		
<b>2017</b>	<b>Institution Summary</b>	<b>15</b>	<b>13.33</b>	<b>19</b>	<b>52.63</b>	<b>20</b>	<b>60</b>		
2018	Elementary (grades K-6)	9	33.33	9	44.44				
2018	Health and Physical Ed	3	*	3	*				
2018	Music	1	*	1	*				
2018	Spec Ed: General Curriculum	1	*	1	*				
<b>2018</b>	<b>Institution Summary</b>	<b>14</b>	<b>50</b>	<b>14</b>	<b>57.14</b>				
2019	Elementary (grades K-6)	6	16.67						
2019	English	1	*						
2019	M.G. Math	1	*						
2019	Math (grades 9-12)	1	*						
<b>2019</b>	<b>Institution Summary</b>	<b>9</b>	<b>33.33</b>						
* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

#### 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	15	1	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	3	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
<b>Comment or Explanation:</b>						
This data excludes two second-degree undergraduate students completing a degree in Birth-Kindergarten Education to add-on a licensure area. These students are included on the Master's Performance Report.						

#### 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
10	3	18

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

1:1.7
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#### K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year 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 the</p>

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. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>

Due to Covid-19 data for this section was unable to be collected.