

IHE Bachelor Performance Report

Winston-Salem State University

2013 - 2014

Overview of the 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. Winston-Salem State University was founded in 1892 and chartered in 1897 as the Slater Industrial and State Normal School. In 1925 the institution was renamed the Winston-Salem Teachers College and became the first black institution in the United States to offer degrees in elementary teacher education. The institution's name was changed to Winston-Salem State University in 1969 and became a part of the University of North Carolina System in 1972. The university vision statement is:

"Winston-Salem State University develops graduates of distinction known for leadership and service in their professions and communities. WSSU graduates compete successfully in the global economy. The faculty excels in teaching and creative and scholarly activities that enhance both student learning and the communities served by the University. Faculty, staff and administrators provide excellent service that supports both a positive student experience and a high quality work environment."

During the 2013-2014 academic year, the university provided learning opportunities for students through four academic units: the College of Arts and Sciences, the School of Business and Economics, the School of Education and Human Performance, and the School of Health Sciences. Programs in these units develop knowledge, skills, and values in students that will enable them to compete and succeed in a changing global economy. In addition, programs endeavor to meet the increasing demand for graduates to possess new workforce skills that address the developmental needs of the state of North Carolina. The University serves a student population composed of both traditional and non-traditional students. In Fall 2013, WSSU enrolled 5399 students, of whom approximately 4938 were undergraduate students and 461 were graduate students. The Fall 2013 undergraduate population was 71.9% Black, 18.3% White, 2.8% race unknown, 2.2 two or more races, 1.9% Hispanic/Latino, 1.5% non-resident alien, and 1.4% other ethnicities. The graduate student population for the term was 44.5% Black, 31.9% White, 11.3% unknown race/ethnicity, 6.3% non-resident alien, and 6.1% other races/ethnicities. The gender composition of undergraduates was 72.0% female and 29.0% male. The Fall 2013 graduate population was 73.3% female and 26.7% male.

Students completing studies at Winston-Salem State University are required to take a minimum of 60 hours of General Education courses outside of their major field of study. Possession of an

Associate of Arts or Associate of Science degree exempts transfer students from the general education requirement; however transfer students may need to complete pre-requisite requirements for certain courses in their major programs. Students may express an intent to declare a major upon enrollment at the University, but they cannot declare a major until they have completed a minimum of 45 hours of general education study.

Special Characteristics

During the 2013-2014 academic year, the School of Education and Human Performance (SEHP) administered the teacher education unit at Winston-Salem State University which included programs in the School of Education and Human Performance and in the College of Arts and Sciences (CAS). (Beginning, July 1, 2014, the School will merge with the College of Arts and Sciences and the School of Business and Economics to become the College of Arts, Sciences, Business, and Education.) The School's mission statement asserted:

"The School of Education and Human Performance at Winston-Salem State University provides quality education in the preparation of teacher candidates and human performance professionals to be leaders who participate effectively in the state, the nation, and the global community. Faculty, staff, and students model core values of equity, creativity, inquiry, academic advancement, learning communities, and lifelong learning."

SEHP housed teacher licensure and non-teacher licensure programs within the Department of Education (DOE), the Department of Human Performance and Sport Sciences (HPSS), and the Department of Educational Leadership, Counseling, and Professional Studies (ELCPS). ELCPS housed the graduate programs for the School. Total undergraduate enrollment for the School was 829 students in Fall 2013 with 270 pre-majors and majors in the Department of Education and 559 pre-majors and majors in the Department of Human Performance and Sports Sciences. The Department of Educational Leadership Counseling and Professional Studies enrolled 87 graduate students.

The Professional Education Council (PEC) serves as the policy-making and oversight body for all professional education programs. The council includes representation from each education program as well as from school partners. The PEC generates policies, monitors operations, and insures compliance with standards established by accrediting agencies. In addition to the professional education programs described under Program Areas and Levels offered, SEHP hosted non-licensure programs in each of its constituent departments. The Department of Education hosted non-licensure programs in Early Intervention and Administration in Birth-Kindergarten Education. The Department of Human Performance and Sport Sciences hosted non-licensure programs in Physical Education (Recreation concentration), Exercise Science, Motorsports Management, Rehabilitation Studies, Sport Management, and Therapeutic Recreation. The Department of Educational Leadership, Counseling, and Professional Studies hosted non-licensure programs in Teaching English as a Second Language & Linguistics and Rehabilitation Counseling. SEHP also housed the Teacher Education Advisement and

Partnership (TEAP) Center, and the Maya Angelou Institute for the Improvement of Child and Family Education. The TEAP Center assisted in retaining students in teacher education programs, advising transfer and post-baccalaureate licensure candidates, informing and supporting licensure candidates, and supporting cooperative projects with schools and community colleges. The mission of the Maya Angelou Institute is to “improve child and family education through community partnerships, program development and implementation, professional education and research.” The Institute accomplishes this mission through collaborations that provide opportunities for children and their families to develop educationally, socially, and physically. The Maya Angelou Center collaborates with entities within WSSU, with community partners, and with the Winston-Salem Forsyth County Schools to provide these opportunities for children and families.

Program Areas and Levels Offered

During the 2013-2014 academic year, undergraduate initial licensure programs within SEHP included the Birth-Kindergarten Education, Elementary Education, English - Secondary Education, Middle Grades Education, Mathematics - Secondary Education, and Special Education programs located within the Department of Education, and the Physical Education program located within the Department of Human Performance and Sport Science. The initial licensure program in Music Education was located within the College of Arts and Sciences as a concentration of the Bachelor of Arts degree in Music. The Master of Arts in Teaching initial licensure program, with concentrations in Middle Grades Education and Special Education, was located within the Department of Educational Leadership, Counseling, and Professional Studies, which also housed the add-on licensure and advanced degree programs in the Teaching of English as a Second Language/Applied Linguistics and the Master of Education program in Elementary Education. Admissions to the M.Ed. program in Elementary Education have been suspended.

The teacher preparation program at Winston-Salem State University was last accredited by the National Council for the Accreditation of Teacher Education in 2007 and is scheduled for a continuing accreditation visit in Spring 2015 by CAEP under the 2008 NCATE standards.

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	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Child Care Centers throughout NC in three regions- Central Eastern Western	Cultural Competence Breakthrough Series Collaborative: The mission of the Winston-Salem State University (WSSU) Cultural Competence Breakthrough Series Collaborative (CC-BSC) is to increase the cultural and linguistic competence of early childhood professionals in order to provide culturally and linguistically responsive family engagement, teaching, and assessments, in addition to promoting culturally and linguistically responsive programs and state policies.	The Winston-Salem State University (WSSU) Cultural Competence Breakthrough Series Collaborative (BSC) is conducting Learning Sessions in three regions across the state: Central Region-Greensboro, NC Western Region-Asheville, NC Eastern Region-Greenville, NC.	Started October 23, 2013-May, 2014	Over 100 participants including WSSU students who participated in trainings	Three learning sessions were conducted in each of the three target regions. The learning sessions are creating a network of skilled, knowledgeable and effective personnel to support the dissemination, application, and sustainability, of Culturally Competent Best Practices (CCBP) in Early Childhood Education (ECE) programs and home centers throughout NC.
Forest Park Elementary School (WSFCS), Winston-Salem State University	Literacy Village Project Goal: The goal was to positively impact the literacy	The Literacy Village met for an 8-week reading session. The	October 9, 2013 - November 20, 2013	The program participants were six (6) WSSU	Assessments of student performance showed the following

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	development of first graders	university students enrolled in the Fall 2013 - RED 3309: Teaching Reading in the Elementary School [K-2] course tutored first graders in literacy.		students, six (6) first graders, and six (6) parents/grandparents.	results: (1) Word recognition results = 5-20 words increased, (2) Fluency results = 100% of students decreased their reading time by 0.5-1.2 minutes, and (3) Reading Comprehension results = 20-80% increased accuracy.
Easton Elementary School (WSFCS), Winston-Salem State University, WSSU Maya Angelou Institute for the Improvement of Child and Family Education	I-RISE [Initiative of Reading Improvement for Students Everywhere] Literacy Academy: The project was developed as a pilot program for after-school tutoring, offering diagnostic one-on-one tutoring sessions for developing readers in 1st-2nd grade.	The program matched each elementary student participant [Tutee] with a pre-service teacher [Tutor] enrolled in diagnostic reading courses.	February 17, 2014 - April 23, 2014	Participants included 18 university students, 24 elementary students, 2 community volunteers [Hands-On VISTA] and 15-24 parents/guardians.	Analysis of data from the implementation phase of the initiative is in progress.
Wake Forest Innovation Quarter and Winston-Salem State University	SciTech Technology Institute is a continuing community	Activities included the Summer 2013 camp which included a	The 2013 Summer Camp was held on June 17 th through	Approximately 200 pre-K through 12 th grade students	Activities for SciTech are hosted on the campus of Winston-

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	enrichment program in science, technology, engineering and math for middle and high school students in grades six through ten.	BIOTech focus, and the 2013-2014 academic year program. The 2013-2014 SciTech Institute included a fall mini-camp on Science Labs and a spring STEM Fair.	June 28 th , 2013. The Fall mini-camp was in November, 2013, and the STEM Fair was held in March 2014.	participated.	Salem State University and at Wake Forest Innovation Quarter locations.
Winston-Salem State University	GEMS: The purpose of GEMS is to provide enrichment activities that increase the interest, engagement, and participation of girls in Science, Technology, Engineering, and Mathematics (STEM) careers and majors	GEMS includes a summer enrichment camp and an academic year component. The academic year component included STEM enrichment activities during the fall and life science and physics lab activities in the spring that centered on the themes of Robotics, Scientific Visualization, Engineering Design Challenges, and Media and	The summer program was held in June 2013. The academic year program began in September 2013 and ended in May 2014.	Sixty (60) girls participated in GEMS activities	Participants showed increased interest in the STEM aspects of the topics covered in the GEMS activities.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
		Video Production. A parent session was held in December 2013 and GEMS participants also engaged in the activities of the North Carolina Science Festival in March 2014.			
Public School Systems: Winston-Salem/Forsyth, Guilford, Burlington/Alamance, Surry County, Mt. Airy, and Davidson Charter Schools: Carter G. Woodson, and Quality Education Academy	Center for Mathematics, Science, and Technology Education (CMSTE) - North Carolina Mathematics and Science Education Network (NC-MSEN) The NC-MSEN Pre-College Program is designed to broaden the pool of students who graduate from high school with sufficient preparation to pursue mathematics and science programs of study at the	The CMSTE Pre-College Program provided 12 Saturday Academy sessions, the WSSU Crime Scene Investigation (CSI) Camp for Middle School, NC-MSEN SAT/ACT Camp. CMSTE also conducted one (1) teacher professional development workshop, hosted the North Carolina-sanctioned High School	The NC-MSEN Pre-College program ran throughout the academic year. WSSU CSI Camp for Middle School was held July 22-26, 2013. The NC-MSEN SAT/ACT Camp ran from July 15 through July 19 of 2013. The 12th Annual	Number of Pre-College Students Served –100 (73 Saturday Academy, 17 WSSU CSI Camp for Middle School, 10 NC-MSEN SAT/ACT Camp)	P-12 students in the Pre-College Program were given academic enrichment in math, science, career development, and English throughout the school year and provided tutoring twice a week. in the Saturday Academy. The WSSU CSI Camp for Middle School was for rising 7 th and 8 th graders. The

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	<p>university level and to move into careers in science, mathematics, technology, engineering, and teaching. The NC-MSEN Professional Development component works to increase and strengthen the pool of highly qualified mathematics and science teachers in the state of North Carolina.</p>	<p>Math Contest (WSSU Mathematics Faceoff), and co-hosted the WSSU Elementary Mathematics Invitational which was sanctioned by the North Carolina Science Festival.</p>	<p>Mathematics Faceoff (High School Mathematics Contest) was on April 11, 2014.</p> <p>The WSSU CMSTE co-hosted the 3rd Annual Elementary Mathematics Invitational (Elementary School Mathematics Contest and Family Math Activities) on April 5, 2014.</p> <p>The teacher professional development was held on July 25-26, 2014.</p>		<p>camp included hands-on activities related to crime scene investigation as well as presentations from guest speakers. The camp addressed Forensic Impression Evidence, Fire Debris Analysis, Glass Fragment Identification and Death by Poison. Students learned CSI techniques and solved various case studies.</p> <p>The NC-MSEN SAT/ACT Camp was a SAT/ACT preparation camp for high school students. They were provided prep materials and participated in</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
					<p>full day sessions.</p> <p>The 12th Annual Mathematics Faceoff (High School Mathematics Contest) on April 11, 2014. had a total of 114 student participants in the Algebra II and Comprehensive Levels. The students were representatives of 15 different schools.</p> <p>The 3rd Annual Elementary Mathematics Invitational (Elementary School Mathematics Contest and Family Math Activities) was a part of the NC Science Festival. There was a total of 35 student</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
					<p>participants in the 4th and 5th grades and 35 adult participants for a total of 70 participants. Also, there were 7 staff members, 3 volunteers, and 7 STEM practitioners. In addition to the student competition, parent received tips on supporting their children in school and 4 speakers shared commentary about the nature of their careers and the path to those careers. The students attending represented 15 different schools from throughout the region.</p> <p>The teacher professional development topic was</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
					Creating a Mathematics Environment for Teaching and Learning CCSS Mathematics. Reasoning and sense-making were utilized to create a math classroom environment conducive for teaching and learning the Common Core State Standards for Mathematics. The sessions highlighted the 8 mathematical practices of NC's implementation of Common Core State Standards for Mathematics.
South Fork Elementary	The focus of this activity was analysis of data to drive instruction and improve achievement.	An Elementary Education faculty member served as a School Improvement Team Member.	Sept 2013-April 2014		The faculty member assisted the team in analyzing student achievement data.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Wiley Middle School	The focus of the activity was promotion of social justice among middle school students.	A faculty member worked in partnership with faculty at Wiley Middle School to teach students the concept of social justice.	May 2, 2014 and May 5, 2014	Six classes per day were taught for a total of 150 students involved in the activity. 6 classes per day	Students wrote their own personal social justice definitions after receiving the social justice instruction.
Ashley Elementary Schools	The goal of the activity was to provide assistance with Physical Fitness Testing required in schools.	Physical Education faculty and students continued their annual assistance to Physical Education Programs in administering the state required end of the year fitness test.	March 20-March 27	Eight persons from WSSU provided assistance.	The end of the year fitness testing was successfully completed with the assistance of the WSSU volunteers.
Winston-Salem Forsyth County Schools & Winston-Salem State University faculty	The purpose of this activity is to assess eligibility of applicant for North Carolina Pre-K services.	Activities included participating in planning for the NC Pre – K /Title I DIAL-4 Community Screening, set-up for the Pre-K screening, conducting the screening of applicants, and validating the screen results.	Planning for the screening occurred in March and early April 2014. Screenings took place on 4/12. The validation phase occurred on May 22 nd .	There were 270 screening appointments.	Volunteer participants helped to plan the screening, assisted with setup of the physical environment for the screening, and conducting screening. Students who were successfully screened were

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
					eligible for admission into the Title I and NC Pre-K programs.
Five Winston-Salem/Forsyth County Schools (WSFCS) middle schools (Flat Rock Middle School, Hanes Magnet School, Philo-Hill Magnet School, East Forsyth Middle School, and Northwest Middle School), Winston-Salem State University Center for Community Safety (CCS), Winston-Salem/Forsyth County Community Safety Partners' Coalition (a collaborative of community agencies which includes schools, governmental agencies, health services, and other community agencies).	The objectives of the STAR program are to: (1) increase participant academic achievement, as measured by GPA (2) increase school attendance and involvement (3) improve citizenship and accountability among youth participants, (4) identify and develop post-high school pathways for youth participants, and (5) provide a structured support system that integrates schools, community partners, and parents.	STARS – Students Taking Action and Reaching Success: STARS is a 20-week, school-based, voluntary program sponsored by the WSSU Center for Community Safety (CCS). that provides education, life skills, and mentoring to youth. STARS consists of three (3) phases. Phase I focuses on the students and seeks to help students assess their views on life, family, school, society, and the future. In Phase II students begin taking action through the Life-Skill study	Mentoring and support activities occurred throughout the 2013-2014 school year at the various schools.	700 students	STARS is offered as an in-school program in some schools or as an afterschool program in other schools. CCS published a white paper on its program in August 2013 that provided analysis of program data collected during 2012-2013. Results suggest that participants who had less than a 2.0 GPA at program entry significantly increased their GPAs from the first quarter to the fourth quarter. CCS received a \$143,000 from the Kate

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
		<p>experience. Finally in Phase II students begin reaching success by implementing the concepts that they have gained over a 20-week experience. STARS provides services to students through collaborations with community partners (mentors and parents) and WSFC schools.</p>			<p>B. Reynolds Charitable Trust to extend the STARS program to 2 additional WSFCS middle schools, Northwest Middle School, and East Forsyth Middle School.</p> <p>CCS in association with the N.C. Lions District 31D Lions and the Winston-Salem Twin City Host Lions Club received a \$10,000 grant from Lions Quest International. The grant supported training activities and curriculum materials and supplies for the Lions Quest Out-of-School Time, a STARS after-school</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
					program that includes the Lions Quest Skills for Adolescence program social and emotional learning curriculum.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

- a) **All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

Teacher education candidates demonstrate their ability to use and effectively integrate technology in professional practice (inside and outside the classroom) through successful completion of a junior/senior-level course and/or another sophomore level course. The sophomore level course, *EDU 2336 Introduction to Computers in Education*, is an optional, introductory level course that covers computer hardware and software, the internet, multimedia resources, applications of software and hardware in educational settings, legal and ethical issues, accessibility and digital divide, etc. The introductory course provides students with relevant information and communication skills needed to successfully learn and complete activities and assignments in the junior/senior level course. The junior/senior level course, *EDU 4339 Integrating Media and Technology in P-12 Settings*, is a course, required of all undergraduate candidates, that emphasizes actual integration of information and communication technology in typical P-12 settings from a teacher's perspective. Teacher candidates in the course are taught to use the six-phase *Technology Integration Planning (TIP) Model*, a research-based and well accepted model for planning and integrating technology in P-12 curriculum and instruction. The model includes assessing technological pedagogical knowledge, determining relative advantages, deciding on objectives and assessments, designing integration strategies, preparing for instruction, and evaluating and revising integration strategies. Several

assignments replicating real-life practices require candidates 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 P-12 students' performances/achievements. Candidates also collect data relating to instruction and students' performance and prepare presentations based on the results or findings from the data review and analysis. A spreadsheet project requires candidates to create and manage a grade book for a hypothetical classroom of at least 25 students. Candidates also analyze data from the "Teacher Working Conditions" (report issued by the state of North Carolina), data from a grade book, and data from a sample test. Additionally, candidates create a database of student and parent information which they use to design a classroom newsletter. Candidates create and infuse concept maps into a specific content area; they design a lesson plan that integrates technology in line with Common Core standards and NETS for teachers; they create a grade-level-, age-, and developmentally-appropriate Webquest for instruction; and they design a multimedia presentation to be used in a micro-teaching and/or presentation situation.

Use of technology is also integrated into coursework across the teacher preparation curriculum. Students are introduced to and use technologies such as PowerPoint, Prezi, Blackboard, Tk20, Taskstream, video and audio equipment and software, and Web 2.0 software tools for presentations and instructional tools. Methods courses require that candidates incorporate instructional technology tools in their lesson plans as one of the teaching modes. The Impact on Student Learning (ISL) Project in the Educational Psychology course and the Evidence 5 ISL assignment, completed during the student teaching semester, require that candidates use technology to collect, analyze, and report their assessment data on Pre-K – 12 students for whom they provide instruction. Student teachers are expected to use technology to appropriately 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. Student teachers are also exposed to the use of assessment technology platforms by the cooperating teachers in the classrooms in which they student teach. Students in Physical Education also use content specific technologies such as pedometers and other activity tracking devices, and the Nintendo Wii Fit exercise video game.

Prospective teachers in the Master of Arts in Teaching program take the *EDU 5300 - Introduction to Computers and Technology in the Classroom* or *EDU 6302 - Media, Technology, and Diversity* which contain content that builds on knowledge and skill that undergraduates in the EDU 4339 course must demonstrate. Content in the courses includes more complex topics and skills, among which are extended use of spreadsheets for collection, analysis, and visualization of data; and use of databases to manage collection, analysis, and dissemination of student assessment data.

- b) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.**

Candidates in the Elementary Education program complete three courses in reading instruction in preparation for teaching reading in elementary schools. Two courses, *RED 3309 Teaching Reading in Elementary School (K-2)* and *RED 3310 Teaching Reading in Elementary School (3-6)*, provide instruction on methods and materials of teaching reading to students in the respective course grade ranges. The courses emphasize methods and materials for the individual student and their appropriate selection, development, and utilization of materials to promote reading development. The third course, *RED 4312 Reading Assessment and Remediation*, develops facility in identifying reading disability factors and planning effective treatment programs.

In addition to the three required reading courses, Elementary Education candidates, who take the optional 18-hour English as a Second Language second course of study, may elect to take *ESL 3308 Strategies for English Language Learners* which introduces strategies for developing second language learners' reading and writing skill, academic language, and vocabulary. Candidates opting to complete the second course of study in Special Education may elect to take *SPE 3336 Methods of Enhancing Reading Skills for Students with Special Needs*. Undergraduate candidates in Special Education also take the reading courses *RED 3310 Teaching Reading in Elementary School (3-6)* and *RED 4312 Reading Assessment and Remediation*, as well as *SPE 3336 Methods of Enhancing Literacy Development in Language, Reading, and Writing for Exceptional Students*.

Undergraduate candidates must complete at least one mathematics/quantitative literacy course during completion of the General Education requirements. Elementary Education candidates also complete the mathematics methods course, *ELE 4335 Concepts and Assessment in Teaching Math*, and Special Education candidates complete *SPE 3320 Methods and Materials of Teaching Math*. Additionally, candidates pursuing the second course of study in Math, Science and Technology must successfully complete two mathematics courses beyond College Algebra. Candidates pursuing the second course of study in Special Education may take *SPE 3320 Methods and Materials for Teaching Math*. Teacher candidates also attended a professional development session offered by the WSSU Teacher Education Advisement and Partnership Center on the topic *Effective Literacy Instruction for All Students*.

Candidates in the Special Education concentration of the Master of Arts in Teaching (MAT) program receive instruction on teaching reading in *RED 6315 Literacy, Diagnosis*

and Remediation for Exceptional Students. The course includes and extends the content addressed in the SPE 3336 course. Candidates complete several assessments in reading instruction courses to demonstrate their acquisition of scientifically-based reading instruction. Candidates in the Special Education option of the Master of Arts in Teaching take the methods course *SPE 5320 Methods for Teaching Mathematics to Students with Special Needs*.

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Students enrolled in Elementary Education licensure programs take *EDU 3315 Instructional Design, Curricula, and Assessment*. This course introduces students to the use of formative assessment to assess student learning instruction and the use of summative assessment as a culminating evaluation of student learning. All undergraduate teacher preparation candidates take Educational Psychology in which they develop knowledge of and proficiency in using formative and summative assessment while completing the Impact on Student Learning Project. In this project, candidates complete a field experience-based project during which they provide instruction to a Pre-K-12 student or a small group of students. Candidates pre-assess students, monitor their progress during instruction, and then conduct a summative assessment of student learning. Additional instruction on formative and summative assessment occurs in methods courses. Elementary Education candidates are engaged in a supervised Pre-Clinical Experience mentored by cooperating teachers with whom they will expect to complete their student teaching the following semester. Elementary Education candidates complete a class-embedded teacher performance assignment in which they must include use of data to plan instruction, examples of formative assessment used during instruction, and a summative assessment of student learning. During student teaching, Elementary candidates then complete the standards-aligned edTPA teacher performance assessment which includes formative and summative assessment of student learning. In completing the edTPA, candidates must demonstrate the knowledge and skills to facilitate learning for all students in real classrooms. Candidates in the pre-clinical experience and student teaching receive instruction from their cooperating teachers on the technology-based assessment systems in use in their host school sites.

- d) 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.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	50
	Hispanic		Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	10
	Other	1	Other	1
	Total	23	Total	61
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	1
	Total		Total	7
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	
	Total	2	Total	9

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		4
Elementary (K-6)		
Middle Grades (6-9)		2
Secondary (9-12)		
Special Subject Areas (k-12)		4
Exceptional Children (K-12)		
Total		14
Comment or Explanation:		
4 Enrolled with area unknown. Winston-Salem State University does not issue programs of study for lateral entry teachers outside of the licensure-only or Master of Arts in Teaching programs. Numbers given are estimated from non-candidate enrollment in courses restricted to education majors.		

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

	Baccalaureate
MEAN SAT Total	1,153
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	525
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.23
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	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 (B-K)	6		2	
Elementary (K-6)	9	3		
Middle Grades (6-9)	1	1		
Secondary (9-12)	3			
Special Subject Areas (K-12)	2	1		1
Exceptional Children (K-12)	1	3		
Vocational Education (7-12)				
Special Service Personnel				
Total	22	8	2	1
Comment or Explanation:				

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

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	22	95
Spec Ed: General Curriculum	2	*
Institution Summary	24	96
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	18	6		2		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	1				
U Licensure Only	2					1
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	57	79	53
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC
in 2013-2014.**

LEA	Number of Teachers
Winston-Salem/Forsyth Schs	411
Charlotte-Mecklenburg Schs	103
Guilford Co Schs	92
Wake Co Schs	57
Davie Co Schs	39
Surry Co Schs	26
Stokes Co Schs	25
Durham Public Schs	21
Cumberland Co Schs	20
Rowan-Salisbury Schs	19

**I. Satisfaction of program completers/employers with the program in general
and with specific aspects of the program, as rated on a 1 (lowest) to 4
(highest) scale.**

III. 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
25	3	18