IHE Bachelor Performance Report

Winston-Salem State University

2014 - 2015

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 as Slater Industrial Academy and chartered in 1899 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 constituent institution of the University of North Carolina System in 1972.

The University has continued its historical focus on providing equitable access to higher education and has maintained a strategic focus on student success. The University mission states that

> "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."

This mission to develop graduates of distinction is achieved by providing excellent academic and experiential learning opportunities for students that are aligned with the university's strategic goals of 1) academic excellence, 2) student success, 3) university engagement, 4) efficiency, effectiveness and resources and 5) university culture and pride. The University's commitment to develop graduates who distinguish themselves as leaders in their professions and communities has resulted in the growth of academic program offerings to over 50 programs of study. The University's programs include 51 bachelor's degree programs, 9 master's degree programs, 1 doctoral degree program, 3 post-bachelor's certificate programs and 2 post-master's certificate programs.

Prior to July 1, 2014, the University provided academic programs 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. The July 1, 2014 merger

of the College of Arts and Science, the School of Business, and the School of Education and Human Performance formed the College of Arts, Science, Business and Education, known as The College of Winston-Salem State University. The merger resulted in two major academic units, The College of Winston-Salem State University (The College) and the School of Health Sciences. The academic units also include University College and Lifelong Learning which provides oversight of the general education curriculcum and supplies academic support for freshman and other students at the pre-program admission level. The programs of The College are contained within five faculties , 1) the Faculty of Arts and Humanities, 2) the Faculty of Businsess, 3) the Faculty of Education, 4) the Faculty of Natural and Physical Sciences, and 5) the Faculty of Social Science. The College encompasses the largest segment of academic programs at the University and provides the broad liberal arts foundation which underpins the academic and professional development of students and as well offers the professional programs in business and education.

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 may not be admitted to a major until they have completed a minimum of 45 hours of general education study.

The University serves a student population composed of both traditional and non-traditional students. Fall 2014 enrollment included 5220 students, of whom approximately 4793 were undergraduate students and 427 were graduate students. The Fall 2014 population was 69% Black, 19% White, 3% race/ethnicity unknown, 3% two or more races, 2% Hispanic/Latino, 2% non-resident alien, and 1% Asian. The overall student population was 72.0% female and 29.0% male. Thirty-one percent (31%) of undergraduates were over the age of 24.

Special Characteristics

Effective July 1, 2014, the School of Education and Human Performance merged with the College of Arts and Sciences and the School of Business and Economics to form the College of Arts, Sciences, Business and Education (The College), where the educator preparation unit is now located. Administrative oversight of educator preparation programs resides within the Faculty of Education, a faculty of The College, and is the responsibility of a Senior Associate Dean of The College. Educator preparation programs are located in the Department of Education and the Department of Health, Physical Education, and Sport Studies, which are both departments in the Faculty of Education, and in the Department of Music, which is in the Faculty of Arts and Humanities.

During the 2014-2015 academic year, the educator preparation programs in English – Secondary Education, Mathematics – Secondary Education, Middle Grades Education, and Special Education became concentrations of the new Bachelor of Science in Teaching degree program.

In addition, the Bachelor of Science in Music Education became the Music Education Licensure concentration of the Bachelor of Arts in Music. Degree programs offered within the Department of Education during the academic year included 1) the B.S. in Birth through Kindergarten Education, 2) the B.S. in Elementary Education, 3) the B.S. in Teaching, 4) the Master of Arts in Teaching, 5) the Master of Arts in Teaching of English as a Second Language and Applied Linguistics, and 6) the Post Baccalaureate Certificate in Add-on Licensure in English as a Second Language. The University also served candidates completing the Master of Education in Elementary Education although the program is not admitting candidates at this time. The B.S. in Physical Education is located in the Department of Health, Physical Education and Sports Studies, and the B.A. in Music – Music Education Licensure concentration is located in the Department of Music.

In addition to the degree program offerings, the unit also serves individuals possessing a bachelor's degree who wish to complete coursework and clinical experiences to qualify for initial licensure. The Master of Arts in Teaching serves individuals holding the bachelor's degree seeking both initial licensure and the advanced degree. Candidates in the MAT may complete a traditional route program that includes a clinical experience component or complete as an alternate route candidate who is the teacher of record in a P-12 classroom. Individual with the bachelor's degree who do not wish to enroll in the MAT may complete licensure requirements in the licensure-only option by completing the undergraduate coursework and experiences required for licensure. All 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 unit is accredited by the National Council for Accreditation of Teacher Education (NCATE) and all programs are approved by the North Carolina State Board of Education.

Program Areas and Levels Offered

Degree programs offered within the Department of Education include 1) the B.S. in Birth through Kindergarten Education, 2) the B.S. in Elementary Education, 3) the B.S. in Teaching which includes concentrations in English – Secondary Education, Mathematics – Secondary Education, Middle Grades Education (Language Arts, Mathematics, Science, and Social Studies), and Special Education, 4) the Master of Arts in Teaching which includes concentrations in Middle Grades Education (Language Arts, Mathematics, and Science) and Special Education, 5) the Master of Arts in Teaching of English as a Second Language and Applied Linguistics, and 6) the Post Baccalaureate Certificate in Add-on Licensure in English as a Second Language. The B.S. in Teaching includes concentrations in English – Secondary Education, Mathematics – Secondary Education, Middle Grades Language Arts, Middle Grades Mathematics, Middle Grades Science, and Middle Grades Social Studies, and Special Education. The B.S. in Physical Education is in the Department of Health, Physical Education and Sports Studies and the B.A. in Music, Music Education Licensure concentration is in the Department of Music.The teacher preparation program at Winston-Salem State University was last accredited by the National

Council for the Accreditation of Teacher Education (NCATE) in 2007 and hosted its NCATE last accreditation visit during Spring 2015.

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
SciWorks – The Science Center and Environmental Park of Forsyth County, Inc.	The collaboration between SciWorks and WSSU involves improve-ment of informal science education for the local community and improvement of the science education of teachers.	The collaborative agreement between WSSU and SciWorks encourages faculty to work with the SciWorks staff to develop high-impact, hands-on, project-based approaches to science education. The partnership also offers opportunicities for teachers, students, and the broader community to participate in real-world science experiements.	December 2014 and Spring 2015	12	Science Education classes were held at SciWorks to introduce students to hands-on science experiences that can be used in the P-12 classrooms.
LEAs-WS/Forsyth County, Guilford	Center for Mathematics, Science, and	The CMSTE Pre-College Program	The NC-MSEN Pre-College	Number of Pre-College Students	P-12 students in the Pre-College

County, Mecklenburg County, Davidson County, Durham County Charter Schools: Carter G. Woodson, Triad Math and Science, and Quality Education Academy	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 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.	provided 12 Saturday Academy sessions, the WSSU Crime Scene Investigation (CSI) Camp for Middle School, SeaPerch Summer Camp, NC-MSEN SAT Workshop. CMSTE also conducted two (2) teacher professional development workshops, hosted the North Carolina-sanctioned High School Math Contest (WSSU Mathematics Faceoff), and co-hosted the WSSU Elementary Mathematics Invitational which was sanctioned by the North Carolina Science Festival.	program ran throughout the academic year. WSSU CSI Camp for Middle School was held July 7-11, 2014. WSSU SeaPerch Summer Camp was held July 7-11, 2014. The NC-MSEN SAT Camp was May 2, 2015. The 13th Annual Mathematics Faceoff (High School Mathematics Contest) was on April 17, 2015. The WSSU CMSTE co-hosted the 4th Annual Elementary Mathematics Invitational (Elementary School Mathematics Contest and Family Math Activities) on April 11,	Served – 161 (106 Saturday Academy, 11 WSSU CSI Camp for Middle School, 14 WSSU SeaPerch, 30 NC-MSEN SAT Workshop) The Active Learning Professional Development Program Workshop had 11 participants. The Developing Proportional Reasoning and Data Analysis & Probability Thinking Professional Development Workshop had 23 participants.	Program participants 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 7th and 8th graders. The 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

			2015. The Active Learning Professional Development Program Workshop was held on July 28-30, 2014.		various case studies. The WSSU SeaPerch Camp was a program to get middle and high school students involved in working with underwater robotics. The NC-MSEN SAT Camp was a preparation camp for middle and high school students. They were provided prep materials and participated in a full day session. The 13th Annual Mathematics Faceoff (High School Mathematics Contest) on April 17, 2015. had a total of 125 student participants in the Level III and Comprehen-sive Levels. The students were representatives

					of 15 different schools. The 4th 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 104 student and parent participants, volunteers, and STEM personnel. In addition to the student competition, parents received tips on supporting their children in school and 2 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.

					The Active Learning Professional Development Program Workshop examined teaching pedagogy and science content for middle and high school teachers. The math teacher professional development topic was Developing Proportional Reasoning and Data Analysis & Probability Thinking. Reasoning and sense-making were utilized to create a math classroom environment conducive for teaching and learning the Common Core State Standards for Mathematics
Child Care Centers throughout NC in three regions- Central Eastern Western	Cultural Competence Breakthrough Series Collaborative (BSC): The mission of the	The Collaborative conducted three learning sessions three regions across the state: Central	Central Region Technical Assesstnat Session #33 – June 6, 2014; Learning	Over 50 persons have participated in the training.	BSC continues to have positive impact as exhibited by: •Participants in the project have

	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.	Region-Greensboro, NC Western Region-Asheville, NC Eastern Region-Greenville, NC. The Central Region Technical Assistant Session #3 was held in Greensboro, NC, Learning Session #4 for all regions was held in October at Winston-Salem State University, a Technical Assistant Session and a CLF Session #4 took place in November at West Market Street United Methodist Church in Greensboro. The Collaborative provided individual and group support to Technical Assistants as they prepared to facilitate sections of the Introduction to Cultural Competence: Awareness	Session #4 – October 23-24, 2014; November 13-14, 2014; Endorsement Observations – January 2015		implemented a variety of processes, procedures, and policies which reflect evidence of efforts to improve cultural competence in their centers, family child care home centers, and technical assistance practices. • Two additional practicum observations were completed in February. Approximately 50 individuals participated in the 2 February observations. The practicums took place at Mt. Olive University in Wilmington, NC and at Johnston County Partnership for Children, in Selma, NC. To date, 31 of 43 technical assistants have completed the endorsement

		Curriculum dirng Technical Assistant Session #4. Seven Endorsement observations were completed at Childcare Services-Durham, Cumberland Partnership – Fayetteville, Bridege – Morehead City, Down East Partnership – Rocky Mount, Guilford Child Development – Greensboro, The Children's Council of Watauga - Boone			process. Forty-one technical assistants were endorsed to deliver the Cultural Competence curriculum.
Wake Forest Innovation Quarter	SciTech Technology Institute is a continuing community enrichment program in science, technology, engineering and math for middle and high school students in grades six through ten.	Activities included the Summer 2014 camp which included a BIOTech focus, and the 2014-2015 academic year program. The 2014-2015 SciTech Institute included a fall mini-camp on Science Labs and a spring STEM Fair that coincides with the North Carolina	Summer Camp: June 16 – 27, 2014; Fall Mini-Camp; Spring Mini-Camp held in November: April 11, 2015	The summer camp hosted approximately 125 students in grades 4 through 8 in the two-week long camp. The fall and spring mini-camps each host approximately 25 students in grades 4 through 8.	Summer camp activities included STEM-based experiences with a focus on biotechnology and include activities such as science labs, robotics, crime scene investigation, experiments, computer coding and technology, and experiments. The fall mini-camp focused

		Science Festival.			on science labs and the spring mini-camp was a STEM Fair.
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 Video Production. A parent session was held in December 2014 and GEMS participants also engaged in the activities of the North Carolina Science Festival in April 2015.	The summer program was held in July 2014. The academic year program began in September 2014 and ended in May 2015.	Sixty (60) girls were enrolled in GEMS.	Participants showed increased interest in the STEM aspects of the topics covered in the GEMS activities.

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 16 - March 20	Four students 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 School System Hanes at Hill Middle School	Goal: College and Career Readiness Anchor Standards for Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Engage effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on texts, issues, building on others ideas and expressing their own clearly. Interpret information presented in diverse media and	Service-Learning Project Common Core goals focus on College and Career Readiness- WSSU students studied the 6-8 grade Common Core goals and organized a session for Hill students from 8:00 AM-1:00 PM. WSSU students learned how to interact with students with disabilities and Hill students learned about College and Career Readiness based on their campus visit.	April 30	21 middle school students 3 middle school teachers 27 WSSU students 1 WSSU professor	WSSU students enrolled in a SPE 2310 course section engaged 24 middle school students with disabilities in a tour of WSSU, an information session on campus life experience in the dorms, and a presentation by the drum line. The WSSU students encouraged students to attend college. Several WSSU students also visited Hill to mentor students.

	formats and explain how it contributes to a topic, text or issue under study (Common Core Goal)				
Winston-Salem Forsyth County School System Hanes at Hill Middle School	Goal: To provide a bullying and etiquette workshop for students with disabilities	Service-Learning Project WSSU students learned how to work effectively with students with disabilities by developing a bullying and etiquette workshop at Hanes @Hill Middle School. Lunch was provided for the students to apply their skills.	June 10, 2015 Summer I Session of SPE 2310	16 middle school students 3 classroom teachers 4 WSSU students 1 WSSU professor	WSSU students enrolled in a Summer Session I SPE 2310 course engaged 16 middle school students with disabilities on a discussion about bullying. Students provided a hands-on workshop and then provided lunch to discuss and model etiquette skills.
Hall Woodward Elementary School, Jefferson Elementary (WSFCS)	NC Statute 115C-83.1 includes the goal of ensuring the every student reads at or above grade level by the end of grade three. As a part of efforts to meet this goal, Hall-Woodward has a supplemental reading program titled "Bookworms" for its Kindergarten program in which volunteers read to	WSSU faculty and staff served as volunteer readers in school-based reading readiness programs.	October 2014 thru May 2015	Approximately 40 children were involved. Two participants from WSSU served as readers.	Volunteers read books to kindergarten classes during specified times for reading volunteers.

	students to support reading readiness Jefferson Elementary has a similar program titled “Mystery Reader”.				
Winston-Salem Statue University, Oaks at Tenth Housing Development	I-RISE (Initiative of Reading Improvement for Students Everywhere) Literacy Academy - Goal: To assist elementary grade students in buiding their own literacy skills in the areas of word recognition/spelling, fluency, and comprehension	The Spring 2015 I-RISE Academy was conducted at the Oaks at Tenth Houseing Develompment Management Office in Winston-Salem, NC. Pre-service teacher candidates from the RED 4312 Reading Assessment & Remediation Course and a retired elementary teacher volunteer serveds as literacy tutors for the elementary students from the housing development. Parents and their students received orientation prior to the start of the spring tutoring sessions. Parents also met with tutors	Spring 2015 – February 19th – April 23rd	Eleven WSSU pre-service teachers and a retired elementary school teacher served as tutors. Six residents of the housing developmen t received tutoring services, including an 8 year hold who had never attended school. The children ranged froms ages 6 to 10 years old.	Six tudents received weekly tutoring services to develop literacy skills including workd recognition and spelling, reading fluency, and reading comprehension. Parents met with tutors to review data on student performance and to receive information on how to support their students’ development of literacy skills. On April 23 pre-service teachers hosted a celebration dinner for the participants and their families on the campus of Winston-Salem State University. Students shared an

		after 1.5 hours of tutoring to dialogue with tutors concerning areas worked on and home activities to enhance the skills taught.			aspect of their tutoring experience with attendees. Their presentations included poety readings and recitations, identification of letters, sounds, and/or words, and readings, as appropriate to their ages. Students received participation certificates with 83% or students receiving perfect attendance certificates. Parents were also informed of a summer program entitled RaMS-C (Reading and Math Summer Camp) focusing on reading and mathematics skills and concepts.
Two Winston-Salem/Forsyth County Schools (WSFCS) - Flat Rock Middle School and Ashley Elementary	STARS aims to improve psychosocial and emotional development and increase academic achievement.	STARS promotes the value of education, positive self-esteem, social competency,	Flat Rock Middle School STARS After School Zone ran from Octoer	STARS ASZ- 105 (57-6th graders, 48-7th and 8th graders STARS	During the 2014 school year, 5 of 16 middle schools in Winston-Salem/Forsyth County

Magnet School	STARS builds upon the assets and strengths of youth to promote educational attainment, positive psychosocial skills, and a plan for the future.	and conflict resolution strategies among youth through structured lessons and activities during the school day and afterschool. The program is designed to incorporate a continuum of services for youth such as After-School Enrichment Programs, Character Education and Development, Summer Enrichment Programs, Parent Education and Training, Counseling (mental, behavioral) and community support from a coalition of community partners throughout their middle school years. STARS 2015 school year programs: The STARS After School Zone (Flat Rock Middle	18 – December 19, 2014. The STARTS Male Mentoring Program ran from April 20 – May 18, 2015.	Male Mentoring Program - 12 fourth graders	schools participated in STARS; four were identified as Title 1 schools. Data were collected from students at baseline and the end of the program to assess program effects in psychosocial skills and academic achievement. Findings indicate: • STARS provided academic and psychosocial benefits to youth. The more time students interacted with STARS, the more their psychosocial and emotional skills improved. The more time students interacted with STARS, the higher their grade point averages were. STARS may be the most beneficial for students identified as the most at-risk for

		School) provided a structured format that possessed the components of exemplary after-school programs for the delivery of academic, character education and other student enrichment opportunities. The ASZ met twice per week from 2:30-6pm during which time the students rotated through 50 minute sessions of character education lessons, academic tutoring and their choice of an enrichment program (Drumline, Top chef (culinary arts) and martial arts). The STARS Male Mentoring Program (SMP) was a pilot program that was implemented for six weeks at Ashley Elementary			academic failure. The outcomes for 2015 programs are not yet available.

		Magnet School) to determine feasibility for offering in the upcoming school year. The SMP is designed to assist students in making academic, career, and pro-social decisions. The SMP promotes academic success, retention, and through mentoring activities and support programs that encourage academic excellence, self-esteem, and personal growth of students so that they can learn to discover and embrace a pathway to succeed in a global world.			

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

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 course on technology in education titled *EDU 4339 Integrating Media and Technology in P-12 Settings*. Candidates may also complete an optional sophomore level course, *EDU 2336 Introduction to Computers in Education*, as an 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 required of all undergraduate candidates. The course 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. Some of these technologies include interactive whiteboards and interactive document cameras. Candidates in Physical Education use content specific technologies such as pedometers and other activity tracking devices, and the Nintendo Wii Fit exercise video game. Candidates in the middle grades, secondary English, secondary mathematics, and music licensure area programs also receive instruction in technologies and online resources specific to their content areas.

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. Elementary Education candidates in the language arts methods course received field experience in tutoring Pre-K students in developing reading skills in the I-RISE (Initiative of Reading Improvement for Students Everywhere) Literacy Academy. Tutoring processes in I-RISE included use of diagnostic tools to identify areas in which program participants needed improvement, implementation of developmental strategies, and assessment of student progress.

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*. The educator preparation unit also offered the Reading Foundations Workshop for candidates during Spring 2015. The 30-hour workshop covered competencies for teaching reading that are aligned with the Reading Standards of the Common Core State Standards. The workshop was taught by a certified Reading Foundations trainer.

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.*

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 program and students in the Bachelor of Science in Teaching (which includes the concentration in Special Education) 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 *EDU 4338 Psychological Foundations*

in which they develop knowledge theories of educational psychology as well as developing additional proficiency in using formative and summative assessment while completing the Impact on Student Learning Project. For this project, candidates complete a field experience during which they provide instruction to a Pre-K-12 student or a small group of students. Candidates pre-assess students, plan instruction for the students, monitor student progress during instruction, conduct a summative assessment of student learning, and finally, reflect upon their instruction and the impact on the students they taught. Additional instruction on formative and summative assessment practices specific to content areas occurs in methods courses. All candidates engage in a supervised Preclinical Experience mentored by cooperating teachers with whom, in most cases, they will 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, a summative assessment of student learning and a reflection of the impact of their teaching on students' learning. During student teaching, Elementary candidates then complete the standards-aligned edTPA teacher performance assessment which includes formative and summative assessment of student learning as well as candidates' reflection on the effectiveness of their instructions based on the results of the assessments. 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	6	Black, Not Hispanic Origin	39
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	12
	Other	2	Other	1
	Total	**16**	**Total**	**52**
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	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		**Total**	**5**
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	2
	Total	**1**	**Total**	**8**

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)		8
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		3
Exceptional Children (K-12)		
Total	**0**	**11**
Comment or Explanation: The students listed in the PreKindergarten – Kindergarten program area have lateral entry licenses issued by the North Carolina Pre-K program. The 3 students listed in Special Subject Areas were in enrolled in Physical Education courses.		

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

	Baccalaureate
MEAN SAT Total	1,182.00
MEAN SAT-Math	570.00
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	524.90
MEAN PPST-R	179.86
MEAN PPST-W	175.30
MEAN PPST-M	179.71
MEAN CORE-Combined	*
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.30
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license	**PC**	**LC**	**PC**	**LC**
Prekindergarten (B-K)	1	2	1	
Elementary (K-6)	12	7	1	
Middle Grades (6-9)	2	1		
Secondary (9-12)	1	4		
Special Subject Areas (K-12)	1	6		
Exceptional Children (K-12)	1	1		
Vocational Education (7-12)				
Special Service Personnel				
Total	**18**	**21**	**2**	**0**
Comment or Explanation:				

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

	2013 - 2014 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	**Number Taking Test**	**Percent Passing**
Elementary Education (K-6)	12	92
Spec Ed: General Curriculum	4	*
Institution Summary	16	94
* 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	19	8	5	1	1	
U Licensure Only						
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree	1			1		
U Licensure Only					1	1
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	33	97	70
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Winston-Salem/Forsyth Schs	396
Charlotte-Mecklenburg Schs	112
Guilford Co Schs	100
Wake Co Schs	59
Davie Co Schs	38
Stokes Co Schs	30
Surry Co Schs	24
Durham Public Schs	20
Rowan-Salisbury Schs	19
Cumberland Co Schs	18

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	4	14