

IHE Bachelor Performance Report

Salem College

2005 - 2006

Overview of the Institution

Salem College is an independent college committed to the liberal arts and quality professional preparation. Founded by the Moravian Church as a school for girls (now Salem Academy), Salem College is the oldest women's college in the nation by founding date, and the 13th oldest college overall. Located in Historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical, and ethical thought; and prepare for positions of leadership and responsibility in a changing world. As early as the 1850's, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of NC since 1964. Undergraduates major in an academic discipline and complete licensure programs in teaching. As a liberal arts college, Salem promotes an understanding of liberal studies for all students, and all prospective teachers are encouraged to develop solid content knowledge, intellectual independence, creative and critical thinking abilities, and the knowledge and skills to solve problems in a rapidly changing and increasingly global world.

Special Characteristics

Salem College is a multi-age campus located in a beautiful, restored historic village. Undergraduates are primarily women, and most traditional students are campus residents. Adult students are a significant and valued part of the undergraduate population as well. At Salem, prospective teachers receive a solid foundation in promoting literacy development across the curriculum. The constructivist philosophy guides Salem's teacher education program, and the faculty emphasize integrated, meaning-centered instruction as we seek to promote the cognitive development and the dispositions we value in each prospective teacher - that all children are learners, and that teachers are responsible for creating the conditions of learning for all students. The graduate program serves two constituencies: adult students with college degrees (many with advanced degrees) and work experience who are preparing to change careers and enter teaching, and experienced teachers who seek to improve their instructional skills in literacy. Lateral entry teachers are offered licensure programs in twelve areas, and all classes are available during evening hours to accommodate their work schedules. All candidates for licensure, including lateral entry teachers, are assisted and mentored by Salem College faculty during supervised practical experiences prior to being recommended for licensure by the College.

Program Areas and Levels Offered

Salem College offers the following teacher education programs leading to North Carolina licensure at the undergraduate level: elementary education (K-6);middle grades (6-9);general curriculum special education (K-12); birth through kindergarten (B-K); teaching English to speakers of other languages (K-12); second languages (French, Spanish, K-12); music (K-12); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies. At the graduate level, students may earn licensure (initial and/or advanced) in elementary education (K-6);middle grades (6-9); general curriculum special education and learning disabilities (K-12); teaching English to speakers of other languages (K-12); birth through kindergarten (B-K);secondary education (9-12) in biology, chemistry, English, mathematics, and social studies and language and literacy (K-12 reading). Lateral entry teachers may pursue licensure in twelve areas: elementary education (K-6);middle grades (6-9); general curriculum special education (K-12); teaching English to speakers of other languages (K-12); birth through kindergarten (B-K); second languages (9-12 - French and Spanish); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies. Lateral entry teachers may also apply for admission to Masters degree programs leading to initial and advanced licensure in elementary education, middle grades, teaching English to speakers of other languages, birth through kindergarten, secondary education in biology, chemistry, English, mathematics, and social studies ,general curriculum special education and learning disabilities.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.).

Collaboration with classroom teachers and administrators is central to our program. Local teachers, administrators, students, and college faculty work together to plan, revise, execute, and evaluate appropriate teacher education experiences. Teachers and administrators from our PDS sites teach classes in our program, including methods in fine arts, classroom management, technology, and science/social studies; some are on-site in K-12 schools, and teachers are invited to participate. On-site coordinators in our professional development schools serve as supervisor-mentors for students in early field experiences and collaborate with faculty to determine readiness for candidates to move beyond established checkpoints in the program. Teachers and administrators serve as consultants for search committees, participate in collaborative action research projects with preservice teachers, serve as guest lecturers for classes, work with faculty to assess all student teaching portfolios and technology competencies and evaluate programs, participate in the research symposium, advise regarding purchases for the Curriculum Materials Center, advise college faculty members on curriculum alignment between college courses and the NCSCS and serve as members of program level advisory boards. Salem supported faculty from professional development sites to attend the national PDS conference. Salem faculty collaborate with schools to present faculty enrichment sessions requested by classroom teachers: ESL strategies, hands-on math instruction, thematic/interdisciplinary units, constructivist education, brain research, Socratic Seminar methodology, literacy development, early language acquisition and classroom assessment. Salem faculties teach classes in PDS sites during the year

and serve on School Improvement Teams. Salem College honors PDS teachers each year during American Education Week, and teachers have access to the Curriculum Materials Center. Teachers are invited to participate in on-campus enrichment activities, and we purchased materials to share with our PDS sites in science. Faculty and candidates from Salem hosted Curriculum Nights at two elementary schools, where they demonstrated strategies for teachers and families to build children's math and science knowledge and skills as well as multicultural awareness. The Salem College Art Gallery displays the Winston-Salem/Forsyth County Schools children's art exhibit each spring. We collaborate with local school systems to present the Comenius Symposium each fall, inviting guest speakers and dialogue about educational policy and issues. We offered a free reading workshop for PDS teachers in the summer to meet the renewal credit requirement in reading methodology. We also offered a free workshop for PDS teachers in the summer focused on classroom assessment. Our specialist in teaching English to speakers of other languages is working with PDS faculty at Parkland High School and Konnoak Elementary in their service as an ESL site. She has delivered specialized training for all classroom teachers. Education faculty judged science fair entries at our PDS sites. Candidates from Salem tutored students at Parkland in content area reading strategies.

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	Summary of the Outcome of the Activities and/or Programs
Winston-Salem/Forsyth County Schools-Konnoak Elementary	** Increase Parental Involvement ; ** Build an inclusive learning community with respect to diversity	** Education faculty provided professional development focused on “Working with Families.”; ** Methods classes hosted curriculum nights to engage families in curriculum specific classroom extensions; ** Methods classes taught math, science and social studies lessons with multiple home school extensions.	A positive impact on parent participation was reported by faculty based on: ** An increase in the number of parents attending curriculum nights; ** An increase in the number of parents returning home-school communications; ** An increase in the number of teachers providing curriculum focused parent communications. (This is an ongoing initiative.)
Winston-Salem/Forsyth County Schools-Ashley Elementary	Enhance formative and summative assessment skills to increase student achievement.	** Education faculty provided professional development focused on “Effective Classroom Assessment.”; ** Bi weekly assessment planning sessions were facilitated by education faculty; ** Quarterly review of grade level assessment data.	A positive impact on teacher’s ability to create valid assessments as well as the ability to utilize data was reported by faculty based on: ** The use of multiple assessment strategies across the curriculum; ** The use of data to enhance instruction particularly in the area of mathematics. (This is an ongoing initiative.)
Winston-Salem/Forsyth County Schools-Jefferson Elementary	Increase the problem-solving skills of students in grades 3-5.	** Methods classes hosted curriculum nights to engage families of 3-5grade students in curriculum specific classroom extensions; ** Methods classes taught problem-based math lessons in grades 3-5.	This is a new initiative. Data collection is ongoing.

B. Brief Summary of faculty service to the public schools.

Arts and Sciences faculty tutored K-12 students and served as consultants for Advanced Placement teachers and exams. A history professor coaches local high school Mock United Nations teams as they prepare for competition. Professors in communications and sociology judge annual essay contests on racial diversity; faculty members in art judged the annual Reflections competition; and biology and chemistry professors judged science fairs. Sociology faculty collaborated with teachers to sponsor January term internships, placing Salem students in schools to coach ESL students, complete action research projects, and tutor K-12. In addition, faculty members provide voluntary service to school advisory committees and leadership teams, work with PTAs, and serve as lunch buddies. Salem College hosts Governor's School each summer; many faculty help by selecting students to attend, teaching classes and mentoring Governor's School students in research efforts. Faculty from science and education serve as consultants for an International Cultural Fair at a local middle school. Each member of the education faculty is involved in providing professional development experiences for school personnel across the state; training included content area reading, literacy development, interdisciplinary/thematic units, Socratic seminar instruction and multiculturalism. A literacy development specialist serves on the advisory board for a children's museum designed to showcase children's literature. Another teacher educator has served as a trainer and assessment consultant for the local exceptional children's school. Salem faculty from arts and sciences collaborated with the new Children's Museum in Winston-Salem to design enriching experiences for preschool children visiting the facility; Salem students enrolled in the Salem Signature Program conducted some of these sessions. Faculty from arts and sciences collaborated with faculty at a local arts magnet elementary school to arrange for Salem students to mentor young artists and musicians.

C. Brief description of unit/institutional programs designed to support beginning teachers.

Beginning teachers were invited to attend a summer workshop offered at no charge by the Education Department, and faculty assisted them in designing effective instructional units with a focus on content alignment, learner-centered teaching strategies and assessment. Faculty and beginning teachers participate in a new-teacher symposium sponsored by a neighboring institution. Faculty support Salem College program completers by providing resources and suggestions; offering advising via email, telephone, and/or classroom visits; and establishing support groups for new teachers. We have made the Salem Curriculum Materials Center available to Salem graduates and other new teachers in our partner schools, and faculty offer pedagogical advice and suggestions about resources to new teachers. Informally in one-on-one conversations, individual faculty have mentored new teachers in classroom management, planning for instruction, working with parents, and assessment strategies. We also offer an ongoing literacy development support group that meets regularly throughout the school year. During these meetings, literacy specialists facilitate discussions, review recent research, and discuss specific issues and concerns that new teachers bring to the group. Participants review new selections in children's literature and discuss lesson planning ideas for the selections. MAT candidates who have completed initial licensure are offered the opportunity to pursue their masters advanced competency licenses during their first 1 — 3 years as classroom teachers.

These students complete seminar courses that are specifically designed to lead them successfully through the elements of National Board certification, including classroom-based action research projects that will have immediate impact upon their teaching. These seminars are led by experienced classroom teachers who hold National Board Certification and have training in portfolio assessment; they provide support, guidance, and feedback to new teachers as they progress through the initial licensure period and prepare candidates for seeking National Boards. M.Ed candidates in our Masters Advanced Competency program complete a course that studies the mentor/mentee relationship so that they will be better prepared to serve as mentors for Salem graduates and other new teachers with whom they work. They are encouraged to serve as mentees for students in the MAT programs.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Specially designed programs for lateral entry teachers have been planned in twelve licensure areas. Lateral entry teachers may also apply for admission to Masters degree programs leading to initial and advanced licensure in elementary education, ESL, BK, general curriculum special education, learning disabilities, middle grades education and secondary education in biology, chemistry, English, mathematics, and social studies. All candidates for the lateral entry program receive special advising with the Coordinator of Lateral Entry Programs, who collaborates with the Office of Continuing Studies to enroll lateral entry candidates in appropriate programs. Advising for lateral entry teachers is offered during the late afternoon and evening hours by both offices, transcripts are immediately evaluated, and plans of study are typically prepared during advising appointments. Prior experience is carefully considered to determine appropriate equivalencies. Classes have been scheduled to accommodate the needs of lateral entry students, and all requirements may be completed in the evening hours, summer sessions, and/or directed study options. Courses from community colleges and other institutions are typically accepted as transfer credits. Lateral entry candidates receive on-site mentoring from Salem College faculty during supervised practical experiences prior to being recommended for licensure. College faculty from the Education Department and from the Arts and Sciences have served as mentors to lateral entry teachers and have provided directed studies courses in response to their needs. Lateral entry candidates are targeted for special assistance on the Praxis II specialty area tests, and review sessions have been planned to accommodate their schedules. Information about the lateral entry program is sent to surrounding districts, and the Coordinator of Lateral Entry Programs conducts information sessions in local schools as needed and works closely with the Regional Alternative Licensure Center to provide appropriate courses for students. At the request of one of our professional development schools, faculty conduct several content pedagogy sessions during the summer to support lateral entry teachers as they prepare for Praxis II.

E. Brief description of unit/institutional programs designed to support career teachers.

We provide support for career teachers in our professional development schools and other schools as well. Utilizing funds from the Model Clinical Teaching Network, we have provided workshops in inclusion, brain-compatible instruction, developmentally appropriate instruction, constructivism, integrated unit design, classroom assessment and reading. We offer a literacy development support group that meets regularly throughout the year; literacy specialists meet with teachers to disseminate new research, introduce the best in new children's literature, and

provide guidance in instituting developmentally appropriate reading and writing strategies. B-K faculty provide statewide trainings for career teachers in More @ 4 centers. Career teachers collaborate with Salem graduate students to conduct action research projects in their classrooms and share the results in a research symposium. We have written grants to obtain tuition support for career teachers to engage in graduate studies, and we work closely with Smart Start to support graduate study for local teachers of young children. We share resources from our Curriculum Materials Center on request, and faculty offer informal advising to teachers through telephone, email, and personal contacts. Salem College faculty respond to local career teachers who seek assistance and/or resources for their career growth plans. Graduate classes are offered during evening hours and summer sessions, and career teachers may register for classes as special students without formal application to the graduate program. We offer a free reading methodology workshop in the summer for teachers from our PDS sites and others as space allows; the workshop meets the renewal credit requirement in reading for K-8 teachers.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

Through the Salem Leadership Connection, all traditional Salem students participate in a series of extensive volunteer internships. In the second year program, College 200, which has been coordinated by a teacher educator at Salem, students perform community service. These students regularly choose tutoring in lower-performing schools as their service activity. The January term offers undergraduates the opportunity to participate in internships and service projects throughout the community. Education faculty members work closely with lower-performing schools to provide staff enrichment, and they serve on school leadership teams and advisory councils. We have chosen to use a lower-performing high school as our primary professional development site at the secondary level; Salem students work closely with teachers and students at this site to observe, assist, tutor, and provide remedial instruction. Faculty members in the education department conduct a number of workshops for school faculties and early childhood professionals. MAT students in elementary education, special education, and ESL were involved in presentations for parents at one of our local at-risk schools. They presented workshops designed to help parents use realistic materials and learning experiences at home to teach mathematics and science principles. All materials students and faculty create for Curriculum Nights, the unit plans students write with faculty guidance, and the parent resources from student teachers' portfolios are shared with the local at-risk schools with whom we partner.

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

Each year we sponsor a Comenius Symposium focused on one or more of the SBE priorities. In 2005-2006, the symposium focused on the No Child Left Behind Act. The guest speaker presented an overview of the opportunities and challenges of NCLB and the implications for children who have traditionally been underserved by schools. Follow-up special topics sessions were held to analyze proven strategies that have impacted student achievement. In methods classes, candidates focus on effective strategies in closing the achievement gap. Education faculty and teachers from our PDS sites attended and presented at the state-sponsored Closing the Achievement Gap Conference. Students participate in research projects designed to explore strategies appropriate for closing the gap and document their impact. Preservice teachers at Salem College are introduced early in their programs to the priorities set by the State Board of

Education. Attention to these priorities is infused throughout the program, as the guiding dispositions of our program are 1) All children are learners; and 2) Teachers are responsible for creating the conditions of learning for all students. All classes, field experiences, and assignments in teacher education guide preservice teachers toward these dispositions. Instructors in methods classes teach multiple research-based strategies, especially those from the literature related to minority students. Faculty members participate in training in diversity issues and instructional strategies, and they share this knowledge with preservice teachers. Interns and student teachers are taught to make use of multiple resources in their planning, including those described for closing the achievement gap on the ncpublicschools.org website, and all lesson plans they prepare must indicate how they intend to meet the needs of exceptional and/or special needs students. Meeting individual needs and demonstrating the program dispositions are required competencies for all candidates for licensure at Salem College, and candidates who do not meet these requirements must participate in individually prepared action plans for remediation. Students plan and complete action research projects in their own classrooms that center on the achievement gap and meeting individual needs of students. These projects are shared so that other preservice teachers can learn from their peers. Special topics classes are offered twice each year to explore issues of cultural diversity to help preservice teachers challenge their thinking about students and about their own expectations as teachers. Because we believe that enabling preservice teachers to reach a comfort level with all kinds of students is the first and most important step in closing the achievement gap and raising achievement for all students in NC, all candidates for licensure participate in field experiences in our professional development schools with exceptional students and students from varied cultural, SES and ethnic backgrounds.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

In response to the critical need for more secondary licensure candidates, we have collaborated with school partners to plan and submit new graduate (MAT) programs in secondary education in biology, chemistry, English, mathematics, and social studies. In addition, a new M.Ed. in Birth through Kindergarten was established to meet the needs of early childhood professionals. Seeking more community input, we have established Advisory Boards for each licensure program. We also have established an Advisory Board charged with providing us with ongoing feedback in the area of diversity. Program changes that have resulted from guidance from Advisory Boards include: requiring a Working with Families course for all program areas and the creation of two courses (Effective Classroom Strategies for English Language Learners and Classroom Assessment Strategies) to be offered in the advanced licensure program. We focused intently on assessing our candidate's ability to impact student achievement and to assess student learning in our faculty/PDS discussions; upcoming program revisions will reflect the decisions made as a result of this dialogue.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

WE use the Plato on-line review system to help students prepare for the Praxis I PPST. Through the Continuing Studies Program, a math review course is offered, and the Writing Center offers individualized tutoring for students to review composition skills. Faculty in the Education Department and in Arts and Sciences take the specialty area tests and schedule review sessions as needed for students prior to their taking the tests. When students' Praxis scores arrive, the faculty carefully analyzes them to identify any common areas of weakness and uses the data to make appropriate changes in classes. Program completers are asked which test areas they found most challenging and what recommendations they would make for our classes after taking the tests. Faculty use sample test items in classes, prepare test items that are similar to the standardized questions, and use similar scoring techniques on class assignments to prepare students for the tests. Faculty members in Education and in the Arts and Sciences have incorporated strategies from the NCDPI-sponsored Praxis II workshop for their students. Methods faculty review test results and discuss strategies in Teacher Education Advisory Council meetings each year. Our students are typically successful on these tests.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

We sponsor a course each year during the January exploratory term called, "The Life of a Teacher" that is taught by a faculty member at one of our professional development school sites. This course provides first year students the opportunity to participate in a guided early field experience, and many of them ultimately choose to enter teacher education. Education faculty regularly speak at career days in local schools to discuss teaching as a career choice. Prospective students and their parents visiting the campus are invited to visit education classes, discuss licensure options with the Director of Teacher Education, and meet with individual faculty to explore teaching as a career. The Director of Teacher Education participates in first year orientation and information sessions for prospective Continuing Education students to introduce licensure options and requirements. The Financial Aid office works closely with returning adult students who wish to enter teaching to ensure that they receive adequate financial support. Students from all majors are invited to attend special events sponsored by the Education Department, including guest speakers and sessions in which MAT and M.Ed. students share their classroom-related action research projects.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

Salem College is fortunate to have a very diverse student population. In teacher education, a significant scholarship is offered to minority candidates who pursue teaching. The Anna Maria Samuels Scholarship is a half-tuition scholarship for minority students in the MAT programs in elementary education, learning disabilities, or birth to kindergarten. The Director of Teacher Education attends graduate fairs at HBCU's to discuss licensure programs with minority candidates and meets with undergraduate groups and organizations that serve minority students

to explain career opportunities and encourage participation in teacher education. Faculty members have spoken at career day events in local schools to encourage minority students to consider teaching as a career.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	34
	Other	0	Other	0
	Total	0	Total	35
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	1	Total	9
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	0	Total	3
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	9	Total	20

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)	7	7
Elementary (K-6)	15	15
Middle Grades (6-9)		
Secondary (9-12)	10	9
Special Subject Areas (k-12)	9	9
Exceptional Children (K-12)	11	11
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	52	51
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	182
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.31
Comment or Explanation	

* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	3	3	6	6
Middle Grades (6-9)	1	1	0	0
Secondary (9-12)	0	0	9	8
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	1	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	4	4	16	15
Comment or Explanation				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	21	95
Spec Ed: General Curriculum	1	*
Institution Summary	22	95
* To protect confidentiality of student records, pass rates based on fewer than four 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		9	2			
U Licensure Only	1	2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				1		
U Licensure Only			3	2		
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	35	91	86
Bachelor	State	3,446	92	68

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Forsyth County Schools	220
Stokes County Schools	28
Davidson County Schools	23
Surry County Schools	23
Davie County Schools	21
Guilford County Schools	17
Wake County Schools	12
Charlotte-Mecklenburg Schools	11
Wilkes County Schools	11
Yadkin County Schools	8

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.79	3.30	3.79
preparation to effectively manage the classroom.	3.26	3.20	3.38
preparation to use technology to enhance learning.	3.05	3.25	3.63
preparation to address the needs of diverse learners.	3.58	3.10	3.46
preparation to deliver curriculum content through a variety of instructional approaches.	3.79	3.30	3.75
Number of Surveys Received	19	20	24
Number of Surveys Mailed	38	38	38

Table 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
8	2	6