

IHE Bachelor Performance Report

Winston-Salem State University

2005 - 2006

Overview of the Institution

Winston-Salem State University is a public university whose primary mission is to offer high quality educational programs at the baccalaureate and master's level for a diverse student population. In Fall 2005, WSSU enrolled 5566 students which represents a 15.7% enrollment increase over Fall 2004 and over a 94% increase since 2000. The ethnic/racial composition of the fall enrollment was 82% African American, 15.7% white, 1.2% Hispanic, and 1.1% other ethnicities. Graduate enrollments increased by 0.5 percentage points to 5.4%. The University has an approved strategic plan based upon the vision: WSSU will be a premier, comprehensive, regional institution contributing significantly to the social, cultural, intellectual and economic development of the Piedmont Region and beyond. The academic programs are comprised of three components – general education, specialized education and continuing education. Degrees are granted in programs within the College of Arts and Sciences, the School of Health Sciences, the School of Business and Economics, the School of Education and Human Performance, and the School of Graduate Studies and Research. WSSU has earned many awards for its academic programs and outstanding commitment to its students and the community. Most notably, it has been ranked among the top two best public universities in the Southern Comprehensive Colleges – Bachelor's Category by the U. S. News and World Report for five consecutive years. From its founding in 1892, preparing highly competent and dedicated teachers has always been an essential component of the university's mission. WSSU was founded as Slater Industrial Academy and State Normal School. The name of the university was changed in 1925 to Winston-Salem Teachers College as WSSU became the first black institution in the U.S to grant degrees in elementary education. The name was changed in 1969 to Winston-Salem State University and WSSU became a part of the University of North Carolina System in 1972. While the primary focus of the University is on teaching and learning, the University encourages scholarship and creative activities by faculty and students that promote collaborative partnerships with public schools and the community to complement its educational mission. Efforts in these areas include partnership relationships with Winston-Salem Forsyth County Schools, Thomasville City Schools, Wake Forest University, the Piedmont Triad Research Park, and area community colleges.

Special Characteristics

The name of the School of Education was changed during the 2005-2006 academic year to the School of Education and Human Performance (SEHP) which embraces the two departments within SEHP which are the Department of Education and the Department of Human

Performance and Sport Sciences. SEHP believes in sustaining a culture of excellence in academic programs, quality student leaders, service to the university and greater community, commitment to advance learning, and multicultural and international growth and experiences. Commitment to teaching and learning is exemplified in an SEHP faculty member being the recipient of the UNC Board of Governors Award for Teaching Excellence for the third consecutive year. The Child Development Center and Laboratory moved into renovated facilities in Fall 2005 and served as an observation/training site for over 31 students from WSSU, Forsyth Technical Community College, and Winston-Salem/Forsyth County Schools. The newly opened center achieved the highest accreditation rating of 5-stars within 7 months and was recognized by Smart Start and the Partnership for Inclusion as a Center of Excellence. In January 2006 the Department of Education moved into newly renovated facilities with improved classroom instructional technology and computer capabilities. SEHP hosts the Maya Angelou Institute for the Improvement of Child and Family Education, a public service comprehensive center for child and family development, that seeks to develop and replicate family support programs informed by assessments of needs, research, and policy analysis; to connect research, theory, and practice in education and outreach activities in response to identified needs; and to inform practicing professionals and policy makers about issues relative to improving child and family education. The Teacher Education Advisement and Partnership Center (TEAP-C) was established this academic year to aid the School of Education and Human Performance in meeting its mission by assisting in recruiting students into Teacher Education programs, advising pre-admitted students, counseling licensure candidates (undergraduates and lateral entry teachers), and establishing and supporting school and community partnerships.

Program Areas and Levels Offered

The University currently offers 42 baccalaureate degrees in various disciplines and 7 graduate degrees in business administration, computer science, elementary education, nursing, counseling and rehabilitation studies, and physical therapy. The School of Education and Human Performance at Winston-Salem State University hosts two major departments: Education and Human Performance and Sport Sciences. Together, these departments offer nine undergraduate programs and two graduate programs. The School of Education and Human Performance (SEHP) provides oversight of the professional education unit. The shared vision for professional education is: "Critical and Creative Thinkers: Evolving Teachers Who Facilitate Learning for All Students in a Diverse, Technologically Dynamic World." The SEHP houses and administers the following initial licensure programs at the baccalaureate degree level: birth-kindergarten education, elementary education, middle-grades education, special education/specific learning disabilities, and physical education. The College of Arts and Sciences houses and administers the following initial licensure programs at the baccalaureate degree level: art, English, mathematics, music, Spanish, and a comprehensive social studies certification. WSSU also offers English as a Second Language (ESL) as an add-on licensure. WSSU also offers the Master's in Education degree in Elementary Education. Through an inter-institutional agreement with Appalachian State University, other graduate education programs are offered on the campus of WSSU including the Master's of School Administration, Instructional Technology, Middle Grades Education, Reading Education, and Special Education. The Southern Association of Colleges and Schools accredits Winston-Salem State University. The North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education accredit

the teacher education programs. For the 2005-2006 academic year, twenty-eight (20) candidates completed undergraduate degrees, 7 persons completed licensure only programs, and 9 candidates completed the M.Ed. in Elementary Education.

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.).

Winston-Salem State University maintains a strong collaborative relationship with the Winston-Salem Forsyth County Schools. This relationship includes the partnership at Winston-Salem Preparatory Academy. The Winston-Salem Preparatory Academy was created as a small public school, with support from the Bill and Melinda Gates Foundation and the Thurgood Marshall Scholarship Fund, to prepare students for college. WSSU provides a faculty liaison to the school who coordinates support and enrichment activities to students and professional development to teachers. Winston-Salem State also participated in its last funded year of the SCIMAX program, a collaborative program between the WSFCS and WSSU, which provided pedagogical methods in science, mathematics, and technology to WSFCS teachers and instruction in the same areas to students through Saturday academies and summer institutes. Another collaborative relationship was the Effective Communications with Latino Students and Families program which is a K-12 grant funded outreach collaborative project that is designed to help improve academic achievement among a growing population of Latino/Hispanic students and to better prepare all students for success in an increasingly diverse society. Easton and Konnoak Elementary Schools are participants in this project. Through the Title II funded NC Quest Partnership for Improving the Performance of Elementary Teachers & ESL Students, WSSU partners with WSFCS and Thomasville City Schools to assist schools with continuous learning and professional development by creating teams of instructional leaders within the participating schools who will continue to collaborate with WSSU faculty on the integration of research-based instructional practice in the curriculum of their school. In addition WSFC schools serve as the primary sites for field and clinical experience placements for WSSU teacher education candidates. Service learning projects conducted by WSSU students are also conducted in the WSFC Schools. WSSU also maintains partnerships with the community colleges of North Carolina. Through the Triad Partnership: A Collaborative Plan for WSFCS Lateral Entry Teachers WSSU seeks to help meet the shortage of licensed teachers and increase the growing need for highly qualified teachers for every classroom. In this partnership WSSU and Forsyth Technical Community College address the needs of lateral entry teachers for availability of core courses needed for licensure, centralized location where courses are offered, reduced cost for courses, continuity of instructional paradigms, access to instructors and program coordinator, convenient registration procedures, and administrative support from the Triad. Further details of the relationships listed here and some others can be found in the SEC template.

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 Preparatory Academy (WSPA); Winston-Salem/Forsyth County Schools Winston-Salem, NC	“Building a Culture for Success” A WSPA/WSSU Partnership High Student Performance supported by rigorous and relevant academic standards and assessment resulting in every student graduating from high school. The mission at WSPA is to prepare students for college by creating a caring and nurturing environment enabling all students to achieve academic excellence through personalized instruction, an integrated curriculum and leadership opportunities throughout the community.	(1) WSPA Open House: WSSU faculty liaison and WSPA principal presented power point presentation to parents about partnership between WSSU and WSPA. (2) Orientation: Project liaison, Director of Student Teaching, and WSPA principal conducted 4 orientation meetings for students intending to complete field experience at WSPA. (3) Tutoring: Four WSSU students and project liaison tutored 5 students from Sept.-Nov. in a WSPA 8th grade English classroom. (4) Guest speaker: Project liaison served as guest speaker at WSPA Awards Day program to recognize academic excellence of the high school students. (5) Quarterly Awards Program: Assisted WSPA principal in securing guest speakers for Awards Day Programs. Speakers included WSSU Head Football Coach, a local entrepreneur, and the WSSU	The Winston-Salem Preparatory Academy was created as a small school with support from the Bill and Melinda Gates Foundation and the Thurgood Marshall Scholarship Fund. The school is a collaborative venture between the Winston-Salem State University and the Winston-Salem Forsyth County School System. WSSU is committed to providing professional development and technical assistance for teachers, and pre-college programs and opportunities for students to experience college life. WSPA opened its doors to 104 ninth-graders for the 2004-05 school year as a college preparatory program for high school students, and added grades 6-8 in August 2005. Once all grade levels are in place, WSPA will serve approximately 650-700 students. All high school students are required to obtain a minimum of six hours of college credit prior to

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
		<p>Chancellor. (6) Faculty Collaboration: The Director of Student Teaching team taught several lessons with a WSPA first year teacher. (7) WSSU Students Collaboration: As part of a service-learning grant from Duke University, WSSU students in a section of the EDU/SPE 3322 Spring 2006 course assisted in designing service learning projects for 6th graders. (8) Placement Tests/Course work: Organized the logistics for all 10th grade students at WSPA to take placement tests as they prepare to enroll in courses at WSSU. (9) PTSA Parent Forum: Project liaison facilitated 2 Parent Forum sessions at WSPA on Dec.6, 2005 and Jan. 10, 2006 to discuss strategies to improve communication and made recommendations to the PTSA for means of addressing the issues arising in the forums. (10) PTSA meetings: The project liaison attended most PTSA meetings and</p>	<p>graduation. Many of the rising 11th graders are scheduled to enroll at WSSU during Fall 2006 to take Freshman Seminar. PTSA forums yielded large participation from parents at the school. Parents signed up to serve on committees and several met with the principal and made recommendations to the PTSA and 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	Summary of the Outcome of the Activities and/or Programs
		<p>made brief presentations about issues affecting WSPA students. (11) School Improvement Team: Project liaison serves on the School Improvement Team. (12) Steering Committee: Project Liaison served on Steering Committee which oversees program operations and makes decisions for the betterment of students and teachers at WSPA. (13) Professional Development A staff/faculty member from the WSSU Center for Innovative Teaching, Technology and Learning presented a workshop for WSPA teachers on how to incorporate student use of PDA's in classroom instruction. (14) A Learning Focused professional development workshop is being organized for July 2006 for WSPA and WSSU faculty to take collaboratively to help teachers use effective teaching strategies in the classroom. (15) Career Fair: Liaison, WSSU Admissions</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	Summary of the Outcome of the Activities and/or Programs
		<p>Office, and a WSPA counselor organized a Career Fair for WSPA high school students. Several WSSU faculty served as speakers.</p> <p>(16) Spring 2006 Service-Learning Project: Students in a section of EDU/SPE 3322 designed a Spring Fling project to increase parental involvement at the school. WSSU students developed fliers to encourage parents to join the PTSA and sign-up for committees and called parents to invite them to the Spring Fling where information on school and community involvement were provided. Several WSSU groups provided entertainment.</p> <p>(14)Career Fair: Organized Career Fair for WSPA high school students along with the WSSU Admissions Office, and a WSPA counselor. Several faculty members from WSSU served as speakers; (15)Spring 2006 Service-Learning Project: Students in a section of EDU/SPE 3322</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	Summary of the Outcome of the Activities and/or Programs
		<p>designed a Spring Fling Project to increase parental involvement at the school. Each student at the school received fliers at home about the event. Parents were encouraged to join the PTSA and sign-up for committees. Each student was responsible for calling 20 or more parents to invite them to the Spring Fling. Each parent received a brochure of ways to be involved and the benefits of being involved in school. Community Agency representatives disseminated information about their programs. Refreshments and entertainment were provided. Several WSSU groups performed at the event.</p>	
Winston Salem/Forsyth County Schools	<p>SCIMAX, the Science and Math Excellence Teacher Institute Priority 1: Improve teacher competencies in teaching skills in math, science and technology. emphasized using authentic learning, project-based learning, curriculum integration and</p>	<p>One two-day Saturday workshop offered on using the TI-84 Silver Addition Calculator Two days were offered of half-day workshops encompassing the topics: teaching statistics in the elementary school, using statistics to problem solve in the elementary</p>	<p>Twelve (12) teachers attended the two-day workshop, received a TI-84 calculator, a stipend for attending and 0.6 CEU for each full day of attendance. Twenty-five (25) teachers attended the two days of workshops, received an attendance stipend, and 0.3</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	Summary of the Outcome of the Activities and/or Programs
	instruction based on the NC Standard Course of Study and national standards. Priority 2: Improving interest in mathematics, science and technology for elementary and middle school students.	school, teaching statistics in the middle school, and using statistics to problem solve in the middle school. SCIMAX for 4th Grade Summer Camp (June 27-July 8) at Ashley Elementary School SCIMAX for 8th Grade Summer Camp (June 13-24) SCIMAX Algebra/Biology	CEU for each half day of attendance. (SCIMAX for 4th Grade Summer Camp) - Forty-three (43) students attended for problem and activity based learning. Fifty-two percent of survey respondents indicated increased interest in Science and Math. (SCIMAX for 8th Grade Summer Camp) - Forty-two (42) students attended. Highlights of the camp were building a mini-pound and visiting Discovery Place. (SCIMAX Algebra/Biology) - Forty-eight (48) students attended. The genetics strand was instrumental in increasing interesting science and math. Sixty-nine percent (69%) of survey respondents reported increased interest in science and math.
Winston-Salem/ Forsyth County Schools	Quality Teachers, Administrators, and Staff:: (1) provide professional preparation aligned with state priorities (2) Beginning Teacher Mentoring	WSSU recruited veteran teachers to mentor first year teachers who are WSSU graduates in a one-on-one program managed by WSSU	Seven veteran teachers from the local system were identified and participated in a training session to prepare them to serve as mentors to seven first-year

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
	Program: provide support to new teachers		teachers from WSSU. Several joint forums were held during Spring 2006.
Easton & Konnoak Elementary Schools, Winston-Salem/ Forsyth County Schools	Priority 1: To help improve academic achievement among a growing population of Latino/Hispanic students; Priority 2: To better prepare all students for success in an increasingly diverse society. Specific objectives: (1) raise teacher /administrators' sensitivity, understanding, and appreciation of Latino/Hispanic and Latin-American people and culture; (2) offer professional development for teachers/ administrators on integration of Latino/Hispanic and Latin-American cultural research and statistics, cultural and geographic origins, population characteristics, etc. into the course of study, and on basic (school day) Spanish language skills, (3) strengthen communication between	Effective Communications with Latino Students and Families is a K-12 grant funded outreach collaborative project: Two sessions were held on Spanish for Teachers. One session was held on "An Overview of Latino Culture"	The program served 20 in-service teachers. Teachers attended two sessions on Spanish For Teachers and one session on An Overview of Latino Culture. The program is scheduled to continue next year with WSSU faculty & students, teachers, and parents

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
	<p>teachers/ administrators and Latino students and their parents for improved student learning, (4) assist in methods that help all students enhance their participation in a multi-cultural society, (5) provide opportunities for undergraduate education students to acquire and/or practice language skills in a “real world” situation (6) assist in the recruitment of students into foreign language teacher education programs.</p>		
<p>Winston-Salem/Forsyth County Schools</p>	<p>To produce quality teachers, administrators and staff.</p>	<p>Schools were used as sites for fieldwork hours for BKE 2322: Cultural and Individual Variations in Children and Families. Cook Elementary was used as a field experience site for students enrolled in one section of Historical, Philosophical, and Sociological Foundations of Education course Spring 2006.</p>	<p>(BKE 2322: Cultural and Individual Variations in Children and Families) - Students observed and wrote comparative essays on school programs as related to culturally relevant pedagogy or students interviewed a person with a disability and a person who works with persons with disabilities and wrote a narrative about their experience and findings (Cook Elementary) - Twelve (12) students completed</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	Summary of the Outcome of the Activities and/or Programs
			12 or more hours each of field placement. Students were assigned to teachers identified by their principal. Each teacher completed an evaluation of the student's performance. All students received at a minimum a satisfactory evaluation; Each student also completed a portfolio documenting their experiences at the school.
Winston-Salem/ Forsyth County Schools & Forsyth Technical Community College	Triad Partnership: A Collaborative Plan for WSFCS Lateral Entry Teachers: This partnership was established to help meet the shortage of licensed teachers and increase the growing need for highly qualified teachers for every classroom. The partners formed a collaborative to address the following needs of lateral entry teachers: availability of core courses needed for licensure; centralization of location where courses are offered; reduced cost for courses; continuity of	Developed on-line course for WS/FCS lateral entry teachers. Partners drafted plan to offer additional course and other professional development sessions in Fall 06 to help lateral entry teachers earn credits toward licensure.	Provided on-line course for 10 lateral entry teachers in Spring 06. Course offering planned for Fall 2006.

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
	instructional paradigms; access to instructors and program coordinator; convenient registration procedures; and administrative support from the Triad.		
WS/FC Schools	Preschool Intake Assessments LEA Psychology Evaluations	IEP Meetings Diagnostic Reports/Diagnosis	Families along with teachers and therapists met to discuss assessment reports and strategies that support goals for successful outcomes.
Winston-Salem/Forsyth County Schools (Konnoak & Hall-Woodard) & Thomasville City Schools (Thomasville Middle & Thomasville Primary)	Quality Teachers, Administrators, and Staff: (1) Assist schools with continuous learning and professional development; (2) Create teams of instructional leaders within the participating schools who will continue to collaborate with WSSU faculty on the integration of research-based instructional practice in the curriculum of their school.	NC Quest: Partnership for Improving the Performance of Elementary Teachers & ESL Students is a Title II funded, (\$149,840), collaborative project among the WSSU School of Education and Human Performance and College of Arts and Sciences, Winston-Salem/Forsyth County Schools, and Thomasville City Schools that focuses on research-based practices that integrate the Sheltered Instruction Observation Protocol, Literacy Circles,	The first group of units was pilot-tested in the spring of 2006. The formative feedback is positive. In fact one teacher in the Thomasville City School system is developing a new course for students with limited reading ability in English in the fall of 2006.

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
		<p>technology, and authentic assessment. Teachers were recruited from five schools, four elementary and one middle school, to participate in developing instructional units that integrate research-based best practices in technology, curriculum integration, literature circles, and instructional strategies for ESL students were developed by the teachers.</p>	

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

SEHP and College of Arts and Science faculty contributed service to schools in the Piedmont Triad region in a variety of ways to enhance their academic and social climates. The WSSU faculty and staff rendered over 1150 service hours to the WSSU partnership with WS/FC Schools at Winston-Salem Preparatory Academy to assist the small school, now in its second year, in developing its academic and support structures. Among the service activities rendered were participation on the WSPA Steering Committee, participation on the School Improvement Team, facilitating focus groups, and providing teacher development. Several Department of Education faculty and students facilitated a focus group session at Glenn High School. The forum focused on increasing parental involvement. Over 130 parents, teachers, and students identified issues to be addressed by the school improvement team. Some other faculty school service activities included developing contest rubrics and participating as judges at both a middle school and a high school, and pairing students enrolled in EDU/SPE 3322 with students at Cook Elementary School to provide developmental activities. During 2005-2006, the WSSU campus community served students from area schools through a variety of enrichment activities. The SCIMAX Institutes, designed to improve teacher competencies in mathematics and science instruction and to increase grade K-8 student interest in science and mathematics, served 37 teachers and over 130 students. The WSSU Center for Mathematics, Science, and Technology Education (CMSTE), a division of NC-MSEN, worked to increase the pool of North Carolina high school graduates prepared to pursue careers requiring mathematics and science through its summer academies and summer enrichment program. The Mathematics Department hosted the 3rd Annual Winston-Salem State University Mathematics Face-off, a Comprehensive Mathematics Division Contest, on March 23rd. The Health Careers Opportunity Program (HCOP), coordinated within the Division of Undergraduate Studies, offered year-round enrichment activities for grades 8 through 12 through Saturday academies and summer camps for over 60 students. The primary purpose of Saturday academies is to improve students' End of Grade and SAT scores. The summer camps provided rigorous enrichment activities in mathematics, science, language arts, and cultural competency. The Chairperson of the HPSS Department coordinated the National Youth Sports Program for elementary and middle school students in a five-week day camp program in 2005. Activities ranged from sports to healthy lifestyle behaviors. The Science and Technology (SciTech) Institute, a collaborative effort with Wake Forest School of Health Sciences, Piedmont Triad Research Park, and the Ministers' Conference, offered hands-on site visits and activities for rising eighth grade students to increase their interest in careers in science and mathematics.

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

The School of Education and Human Performance provided a mentoring program for beginning teachers through funding from a FIPSE grant entitled, "The Inclusive Model for Teacher Preparation in a Culturally and Linguistically Diverse Society." The grant, which is in its last funding year, was designed to address four problems associated with K-12 public education: teacher shortage; lack of qualified minority and non-minority teachers; lack of skills to teach culturally and linguistically diverse students; and high attrition rates among new high-performing teachers. The new teacher mentoring component provided coaching for teachers in their first year

of in-service practice through collaborative sessions with university faculty and staff as well as personal communications between teachers and mentors. Seven veteran teachers from the local system were identified and participated in a training session to prepare them to serve as mentors to seven first-year teachers from WSSU. Several joint forums were held during Spring 2006. As well as receiving coaching, participants also provided feedback that promoted programmatic changes. The Teacher Education Advisement and Partnership Center organized weekend seminars to assist pre-service and beginning teachers with the preparation of Praxis II. The Director of Student Teaching participated in a collaborative team teaching effort with a first year high school English teacher which involved integrating technology in instruction, research, and summary of classroom assessment. Program coordinators and education faculty provided support systems for beginning teachers through on-site visits, and e-mail communication. In addition, beginning teachers have access to the online resources of O'Kelly Library and SAS in Schools software.

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

In January 2004, the School of Education joined the NC Teach program. Faculty members from the Department of Education and the College of Arts and Sciences continue development and revision of 5000 level courses that will provide highly relevant content and pedagogy for this program. In addition, the Master's of Arts in Teaching is planned for implementation in Fall 2006 to provide additional options for producing lateral entry teachers who are competent in content pedagogical practice. The HPSS Department also administers a web-based, distance learning, teacher certification program in Physical Education. Although enrollment is low this continues to be viable alternative for candidates seeking licensure only. The School of Education, through the Winston-Salem Teachers Academy, maintains an important partnership agreement with the WS/FCS and Forsyth Technical Community College to address the teacher shortage in the state. The purpose of the Academy is to increase the pool of highly competent teachers in the region by providing support for seamless 2 + 2 programs. The Triad Partnership was initiated this academic year as a collaborative effort between WSSU, Forsyth Technical Community College, and Winston-Salem Forsyth Country Schools to help meet the shortage of licensed teachers and increase the growing need for highly qualified teachers for every classroom. The collaboration seeks to increase the availability of core courses needed for licensure, centralize locations where courses are offered, reduce the cost for courses, provide continuity of instructional paradigms, improve access to instructors and the program coordinator, and facilitate convenient registration procedures. The first courses for this partnership were offered in Spring 2006. WSSU is systematically addressing the educational needs of lateral-entry teachers through the Evening and Weekend College program that offers flexible scheduling. The TEAP-Center and content area faculty are responsible for providing academic advisement to these candidates. The University continues to develop web-based courses as a part of the academic program offering. Two additional web-based courses have been developed in Birth-Kindergarten Education. Two sections of the Praxis II prep course have been made available for elementary, K-12 specialty areas, and secondary education lateral-entry teachers. Forty-seven (47) teacher assistants and lateral entry teachers participated in these sessions. In addition, the Office of Student Teaching has recommended an increase in the number of observations by university supervisors for lateral entry teachers from 3 to 6. Faculty members supervise

independent study courses when lateral-entry students are unable to meet regular or flexible schedule courses.

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

Winston-Salem State University facilitated three weeklong workshops for teachers in the Winston-Salem/Forsyth Country School System during summer 2005. The teachers trained were grade four teachers, teachers of students with special needs, and grade six and seven teachers. Two sessions were conducted by WSSU and the grade four session was conducted by WS/FCS professionals under the auspices of WSSU. WSSU selected the focus topics for the institutes in consultation with the WS/FC Schools SciMax Coordinator based on the review of the NC Standard Course of Study and review of the needs of teachers in WS/FCS. The focus topics selected for the sessions for sixth and seventh grade teachers were probability and statistics, aerospace, and their related technology. The same content areas were adapted with hands-on activities for teachers of students with special needs. The Summer Institute for fourth grade teachers focused on the Carolina Science Curriculum, Science and Technology for Children. A total of 78 persons attended the three workshops. All workshops were highly rated by the attendees (averaging 4.7 out of 5 points). A summer institute is also planned for Summer 2006 focusing on the topic: Discover Your North Carolina Ecological Address. Teachers will discover interdisciplinary strategies for meeting standards at all grade levels by conducting a campus biodiversity where they collect data about plots of land in two different ecological environments and then apply statistical methods and technology to analyze the data and form data-based conclusions. The Director of Technology for the School of Education and Human Performance Technology provided technology support to teachers at Konnoak Elementary School where WSSU helps to maintain a computer lab. A staff/faculty member from the WSSU Center for Innovative Teaching, Technology and Learning presented a workshop on classroom applications for PDA's for teachers at Winston-Salem Preparatory Academy. Teachers learned strategies for lesson design incorporating the use of PDA's. Winston-Salem State is partnering in funding a Learning Focused Schools workshop in July 2006 for teachers at WSPA. The workshop will focus on classroom strategies for achieving academic excellence. As part of the grant entitled, "Effective Communications with Latino Students and Families", teachers at Konnoak and Easton Elementary Schools attended workshops on Spanish and Latino culture. The program served 20 in-service teachers. NC Quest is a Title II funded collaborative project between the WSSU, WS/FC Schools, and Thomasville City Schools. The project is designed to create teams of instructional leaders within the participating schools who will continue to collaborate with WSSU faculty on the integration of research-based instructional practice in the curricula of their schools. The project involves participants from five schools, four elementary and one middle school, in a product-based staff development project. Teachers develop instructional units that integrate research-based best practices in technology, curriculum integration, literature circles, and instructional strategies for ESL students. The first group of units was pilot-tested in the spring 2006. The formative feedback is positive.

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

Low performing, at-risk, and priority schools received special attention from education and arts & science faculty this academic year. The former low performing Atkins Middle High School reopened this academic year as the middle school component of the Winston-Salem Preparatory Academy, a small college preparatory school. The school, a collaborative effort of the Winston-Salem/Forsyth County Schools and Winston-Salem State University was formed using planning funds from the Bill & Melinda Gates Foundation and Thurgood Marshall Scholarship Fund. WSSU has given substantial support on curriculum development, teacher training, and school climate. Support was also given to several low performing schools with passing proficiencies below 60%. Support was given in the areas of parent involvement, technology, and literacy. A faculty member led her class in a service learning project for Cook Elementary School to elicit the support of parents. The project included postings signs through the school, calling parents on the voice messaging system, and creating a Family Fun Night. The Director of Technology led a staff to Parkland High, Philo Middle, and Konnoak Elementary schools 2 times during Spring 2006 to maintain computers provided to the schools by WSSU and provide training to technology coordinators and their assistants to enable teachers and PK-12 teachers to use and integrate technology in the classroom. There are 12 computers at Konnoak, 10 computers at Philo, and 20 computers at Parkland. Additionally, WSSU hosts the Upward Bound Program which serves high school students from low-income families, high school students from families in which neither parent holds a bachelor's degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. Since summer of 2005, the Upward Bound Program at Winston-Salem State University served 100 students. The services and activities provided include: tutoring, mentoring, counseling (academic, personal, and social), instruction in math, science, literature, foreign language and other disciplines, postsecondary preparation, and exposure to cultural events.

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

Teacher education at Winston-Salem State University is increasing its focus on literacy development and meeting the needs of diverse learners. The revisions to the Elementary Education program were approved for freshmen entering in 2007. Candidates will be offered four literacy courses: two foundational courses k-2 and 3-6, Language Arts Methods, and a Reading Remediation course. Additionally, a consolidated methods block in which students present lessons developed during methods courses will be supported by a new course entitled "Classroom Management and Instruction." A new course on multicultural education in literature has been developed for a multicultural education curriculum concentration. The TEAP Center designed and presented five cultural workshops for students from the School of Education and Human Performance and the College of Arts and Sciences. The workshops, presented by Department of Education faculty, were designed to augment class instruction for preparation of P-12 teachers. Each workshop had in excess of 250 attendees and each focused on some element of the diversity topics: differentiated instruction, race and culture, and diversity within the Latino community. In addition, faculty attended workshops on infusing diversity into their course syllabi. One two-part series of workshops was presented by a widely received collaboration of a

faculty member from North Carolina A&T and faculty member from University of North Carolina at Charlotte. As a result of the various workshops, faculty reviewed syllabi across all teacher education programs and revised their syllabi to intentionally infuse diversity in their courses. Two faculty members will travel with the University of North Carolina's Center for International Understanding to Mexico to learn more about Mexico's P-16 schools and how to revise the curriculum to prepare teachers for culturally and linguistically diverse students. Members of the Alpha Beta Xi Chapter of KDP (Education Honor Society) sponsored a Reading is Fundamental (RIF) event at Friedberg Elementary School in the Davidson County School System on May 22nd. The school was provided with over 100 copies of a multicultural text. Students visited the multimedia center to be introduced to the text. Parents were given strategies for reading with their children.

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

Special emphasis was placed on strengthening student admissions into teacher education and enhancing and expanding teacher education programs. The restructuring of services for pre-admit students into the Teacher Education Advisement and Partnership Center is designed to apply more focused advisement and services towards ensuring that these students have acquired the prerequisite knowledge, skills, and dispositions for entry into teacher education. The Pre-Teaching Academy, which provided summer-bridge and post-matriculation developmental activities for pre-admit students, was subsumed within the TEAP-Center. The Center focused on identifying strategies for improving Praxis I pass rates in order to capture a larger segment of the over 100 freshmen declaring education majors. To this end, the Director of TEAP-C taught a section of the Praxis I Preparation course. As a result, the need was identified for a stronger Freshman Seminar incorporating study skills, earlier exposure to test taking strategies, and introduction to dispositions and specifically targeting development of pre-service teachers. As a result a three hour credit Freshman Seminar for teacher education majors will be piloted in Fall 2006. The TEAP-Center offered Praxis I and II workshops and mock Praxis II tests to help in identifying students' weaknesses. Information from these workshops was used to inform content area faculty on student developmental needs. The Office of Student Teaching focused on revision of processes and evaluation of field experiences and student teaching. Systemization of processes and uniformity of assessment components across programs were emphasized. The Elementary Education program received approval of programmatic revisions that incorporate increased emphasis on literacy as a result of recommendations from our RFTEN consultant. Special Education has received Teacher Education Council and Academic Council approval of its planned General Curriculum and has submitted its proposed curriculum to NCDPI for approval. Special Education has also received approval from the Graduate Council for the curriculum for an AIG add-on licensure to be implemented in Fall 2006. Birth-Kindergarten Education also submitted programmatic revisions which include increased offerings of online courses. The College of Arts and Sciences is also moving forward with course development for its previously approved Intent to Plan Secondary Education programs in Biology and Chemistry. In addition, efforts are being directed towards increasing the online course offerings in all Department of Education disciplines and more degree options will soon be available with the planned implementation of the Master of Arts in Teaching in Fall 2006 and the Master of School Administration in Fall 2007. Teacher education admission requirements were reviewed and

revised to align interview and essay rubrics with the conceptual framework. Academic standards for continuation in teacher education were also added. Majors meetings, held several times each semester, highlighted understanding of requirements, promoting disposition development, and obtaining students suggestions for improvement.

Supplemental Information (Optional)

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

WSSU continues its efforts to improve Praxis I and Praxis II scores and to increase the number of candidates enrolled in teacher education and successfully completing requirements for teacher certification. The Teacher Education and Advisement Partnership Center offered several test workshops to assist students with test taking strategies by creating a “culture of success.” Mock I Praxis sessions were conducted in cooperation with North Carolina A&T State University. The sessions focused on assisting student in identifying their weaknesses and targeting those areas. Two workshops were each offered in Praxis I Reading, Praxis I Writing, and Praxis I Mathematics. Attendance at the Praxis I area workshops was 42, 26 and 40 attendees respectively for a total attendance of 108 attendees. Two Elementary Education and one Special Education Praxis II workshops were also offered. Sixty-two (62) persons attended the Praxis II workshops. The core curriculum for teacher education majors has been revised to include two semesters of mathematics that focuses on specific competencies needed for the Praxis I exams. This revision allows additional time for more in depth coverage of the material previously addressed in a one semester course. Revisions to the Elementary Education curriculum have been approved for implementation in Fall 2007 to better align with the state standards and the content categories and course instructional assessments for the Praxis II. In addition, the Department of Education plans to pilot a three-hour freshman seminar course for education majors that will incorporate foundational skills and dispositions necessary for successful entry and completion of education programs including test taking skills. Additionally, faculty members have developed exams to provide online preparation for pre-service teachers, lateral-entry, and first-year teachers who are preparing for the Praxis II examinations.

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

WSSU has 3 articulation agreements with Forsyth Technical Community College and 3 articulation agreements with Surry Community College. The agreements promote transfer for students in AAS education programs who want to obtain BS degrees in Special Education, Elementary Education, and Birth through Kindergarten education. In addition an articulation agreement was signed this academic year between the entire North Carolina Community College System and Winston-Salem State University allowing the Associate Degree in Early Childhood Education to transfer into the WSSU Bachelor of Science in Birth-Kindergarten Education. Under the leadership of the Dean of the School of Education and Human Performance, the Triad Partnership has been established between the School, Winston-Salem/Forsyth County Schools, and Forsyth Technical Community College. The first classes were offered Spring 2006. The purpose of the collaborative is to provide a short-term solution to the shortage of licensed

teachers in K-12 schools through a program designed for lateral entry teachers. These courses, totaling fourteen credits, will be offered at the FTCC site and taught by a combination of faculty from both institutions in prescribed sequence to a cohort (15-25 students) so that all fourteen credits may be completed in three semesters and one summer term. There are ongoing activities to recruit students into professional education programs leading to licensure. Faculty members participate in Open House activities and on-campus recruitment efforts intended to increase the number of incoming freshmen into teacher education programs. Faculty members in the Department of Education work closely with Alumni chapter throughout the state to attract and recruit highly prepared candidates to teacher education. In collaboration with the Regional Alternative Licensing Center and the WS/FC Schools, WSSU seeks to increase the number of candidates in licensure programs. This is a partnership intended to increase the number of candidates to profession education programs, streamline academic advisement of certification-only/lateral-entry candidates, and identify distance-learning candidates.

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

WSSU attracts a high number of minority prospective teacher education candidates, especially African American candidates. The Pre-Teaching Academy has been used as a means to recruit additional students into undergraduate teaching programs. Efforts made towards serving lateral entry candidates have also led to attracting minority enrollment in alternative certification programs. The School of Education and Human Performance also instituted a newsletter this academic year entitled, “In the Know.” The newsletter highlights program related topics as well as activities of students, faculty, and staff. This has led to a greater campus awareness of the teacher education programs and their involvement in school, community, and campus affairs. Additionally, faculty members have secured Bank of America Scholars program to attract highly qualified candidates into the teaching profession. The first recipients, minority candidates, received awards in January of 2004. In addition, education faculty members volunteer to teach freshman seminar courses to present a positive picture of the teaching profession. Education faculty members participate in on-campus recruitment activities, and open house events intended to attract incoming freshmen into the teaching profession.

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

The Teacher Education Advisement and Partnership (TEAP) Center was established in September 2005 upon recommendation by the Interim Dean of the School of Education as an innovative approach to responding to the State’s directive to help meet the growing needs for educators throughout North Carolina. Programs and services of the TEAP Center are as follows: Partnerships—Coordinating and collaborating on programs, projects, and activities that link the School of Education and Human Performance and its faculty to schools, community colleges, and business, and organizations related to schools; Pre-Admissions Advisement –Advising and coaching undergraduate students through the process of formally entering the Teacher Education program; Licensure Advisement—Assisting students and faculty in gaining initial and maintaining and renewing appropriate teaching licenses; and Diversity Seminars—Offering a series of diversity seminars designed to reinforce an understanding of diversity in teaching and

learning. The center is staffed by a director, a student advisor, full-time office assistant, a part-time office assistant, and a part-time licensure assistant. A full-time licensure officer will be added during summer 2006. An online early childhood literacy course is currently under development by individuals involved in a family literacy grant funded by the National Head Start Bureau. Members of the development committee include the grant writer, and director of Story Quest a national initiative for literacy of young children, Dr. Joann Knapp-Philo, Dr. Helen Walker, Deborah Conn, and Dr. Anne Carr of Sonoma State University, California; Angela Notari-Syverson, Ph.D, from the National Reading Institute, Seattle Washington; the Family Literacy Foundation, San Francisco, California, and Dr. Kay Hamlin, Winston-Salem State University. The course will be offered by Winston-Salem State University and field tested in the fall 2006 semester. The Special Education Program at WSSU is currently revising the curriculum to meet NC compliance and the intent to plan was submitted to the Academic Standards Committee during spring 2006. WSSU submitted and received approval to plan a Master of School Administration degree. The MSA will prepare educators for administrative and leadership roles in school districts and other related agencies.

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	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	22
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	17
	Other	0	Other	0
	Total	8	Total	40
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	1	Total	3
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	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	1	Total	8
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	5
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	1	Total	12

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)	9	3
Elementary (K-6)	6	4
Middle Grades (6-9)	16	4
Secondary (9-12)	1	1
Special Subject Areas (k-12)	3	2
Exceptional Children (K-12)	1	
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	36	14
Comment or Explanation		
Numbers in this table appear smaller than in previous years. Data from previous years were from a year-to-year rolling roster of students. Data for this year has been limited to only those applications received during 2005-2006.		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	329
MEAN CBT-W	326
MEAN CBT-M	323
MEAN GPA	3.28
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
Prekindergarten (B-K)	1	1	0	0
Elementary (K-6)	13	8	3	1
Middle Grades (6-9)	0	0	3	2
Secondary (9-12)	2	1	1	0
Special Subject Areas (K-12)	3	3	0	0
Exceptional Children (K-12)	1	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	20	13	7	3
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	11	91
Spec Ed: LD	3	*
Institution Summary	14	86
* 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	14	4				1
U Licensure Only	1		1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1					
U Licensure Only	5					
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	27	81	67
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	467
Charlotte-Mecklenburg Schools	146
Guilford County Schools	73
Wake County Schools	64
Durham Public Schools	37
Cumberland County Schools	29
Stokes County Schools	25
Surry County Schools	24
Davidson County Schools	22
Wayne County Public Schools	21

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.	3.30	3.27	3.07
preparation to effectively manage the classroom.	3.00	3.07	3.00
preparation to use technology to enhance learning.	3.40	3.07	3.20
preparation to address the needs of diverse learners.	3.22	3.07	3.13
preparation to deliver curriculum content through a variety of instructional approaches.	3.70	3.00	3.27
Number of Surveys Received	10	15	15
Number of Surveys Mailed	18	18	18

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
16	7	18