

# **IHE Bachelor Performance Report**

## **Salem College**

**2006 - 2007**

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### **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. Direct and Ongoing Involvement with/Service to Public Schools

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Collaborative partnerships exist between Salem College and teachers in the Winston-Salem Forsyth County School System.	1) provide support to new teachers to increase retention	1) Establish and maintain a New Teacher Support Group (NTSG) for teachers in their first, second, and third year of teaching, with the goals of: promoting lifelong learning; support and exchange of teaching strategies and ideas; foster collegial and interdependent relationships; emerge from the induction years as a confident and effective teacher; and increase the retention rates of new teachers	Focus group and informal conversation revealed that 100% of participants indicated that all goals were met. All teachers are returning for the next year. The NTSG was so successful that participants have asked to continue (This is an ongoing initiative.)
Collaborative partnerships exist between Salem College and teachers in the Winston-Salem Forsyth County School System.	2) provide Literacy support to new and continuing teachers to increase retention and commitment to high quality teaching	2) Maintain a Literacy Support Group (LSG) for literacy specialists after the third year of teaching, with the goals of: promoting lifelong learning; support and exchange of teaching strategies and ideas; foster collegial and interdependent relationships; and maintain high quality, evidence based literacy practices	Questionnaires revealed that 100% of participants indicated that all goals were met. Participants indicated that most valuable was their reflection and discussion about ways to maintain high quality, evidence based literacy practices (This is an ongoing initiative.)
Collaborative partnerships exist between Salem College and schools in the Winston-Salem Forsyth County School System.	1) Develop and participate with school partners in planning curriculum nights	1)Plan and implement Family Math Night at the following elementary schools: Griffith, Ashley Elementary School; Plan and implement Multicultural night at Konnoak and	1)Surveys revealed that Both Salem students and school partners found that it was beneficial for Salem students and the K-6 school community. Specifically, of 23

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
		Ashley Elementary School	Salem students, 100% felt that participating was beneficial, with most students indicating that they felt more comfortable communicating with families (N=21). School partners informally indicated that the students were planned effective and engaging hands-on activities, and asked them back for next year. Data collection is ongoing.
Collaborative partnerships exist between Salem College and schools in the Winston-Salem Forsyth County School System.	2) Provide individual coaching and mentoring as well as professional development to teachers at Ashley Elementary School	2) providing information and individual mentoring/coaching about instructional design	2) All teachers at each grade level created a unit plan that included considerations of best pedagogical practices, planning for differentiated instruction and assessment
Collaborative partnerships exist between Salem College and teachers in the Winston-Salem Forsyth County School System.	Provide support for any teachers in WSFC Schools pursuing National Board Certification	Faculty provided 1 full year of training, support, and facilitation of preparation for teachers seeking National Board Certification (at no cost to teachers)	10 Participants are now preparing for National Board Certification.
Collaborative partnerships exist between faculty and schools serving culturally and linguistically diverse children and families	Provide support to culturally and linguistically diverse children and families and increase	Plan and provide English classes to speakers of other languages, as well as providing strategies for school involvement	Each semester, TESOL faculty and students provided English classes to families of partner and other schools. Due to challenges with written language, surveys were administered

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	educational attainment		orally. Surveys revealed all participants (N=22) found the experience helpful. Most (N=20) indicated that they were more able to help their children complete school work at home due to their participation.
Collaborative partnerships exist between faculty and early childhood special education programs	Participated in Chat-and Snack, a service for families of children at the Pediatric Intensive Care Unit and Neonatal Intensive Care Unites	Birth-Kindergarten students volunteer with parent support groups for families of children enrolled in preschool exceptional children's programs	Surveys reveal that 100% of B-K students indicate the experience is valuable. Families indicate the experience is valuable and allows them to "train" early childhood special education professionals. Program/school personnel have indicated that due to the success of the experience, Salem students should attend more often and have offered other collaborative opportunities that our students can staff: Disability Awareness Day, Collaboration meetings with other agencies, and family-student matches for field experiences with families.

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

Salem College faculty have been involved in the public schools in a variety of ways. Both Arts and Science Faculty and Education Faculty have served P-12 schools, through consultation, coaching, judging academic fairs, serving on school advisory committees, and working with various school groups. Specifically, 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, serve on and 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. Music school faculty invited community high school students to a music day. 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. 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, serving culturally and linguistically diverse children and families, developing an alternative curriculum for students with disabilities with public school partners, and multiculturalism. A birth-kindergarten faculty member serves on the More at Four advisory board, and provided a workshop focusing on the identification and treatment of young children with autism.

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

In the 2006-2007 academic year, faculty at Salem College developed the New Teacher Support Group for professionals in their first, second or third year. Another faculty member facilitated a computer bulletin board for teachers who wanted the opportunity for sharing, challenges, and concerns. 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 on-going 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, including ways to integrate literacy across the curriculum. 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 partner schools and other schools as well. Utilizing funds from the Model Clinical Teaching Network, we have provided workshops in inclusion, specific disabilities as requested by public schools, brain-compatible instruction, developmentally appropriate instruction, 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 resources 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 and classes in public schools, as well as participating in the Power of Kindergarten initiative developed by the primary division of the Department of Public Instruction. Career teachers collaborate with Salem graduate students to conduct action research projects in their classrooms and share the results in a research symposium. We work closely with Smart Start of Forsyth County 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.

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

Through the Salem Signature Series, 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 workshops for parents at one of our local at-risk schools, and birth-kindergarten students were involved in developing relationships with families of young children with disabilities through a required family internship. While students in elementary education, special education, and ESL presented workshops designed to help parents use realistic materials and learning experiences at home to teach mathematics and science principles, B-K students facilitated families' understanding of child development and ways to explore school readiness. 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. Students in the Birth-Kindergarten Education Program complete family internships and explore issues of diversity as they work with families to meet developmental and learning needs at home.

### **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 2006-2007, the symposium focused on serving diverse students and families. The guest speaker, a practitioner who has served as a teacher and administrator in schools with diverse populations, including uses of low socioeconomic status, presented an overview of the opportunities and challenges serving children and families who are diverse and the implications for children who have traditionally been underserved by schools and society. Follow-up special topics sessions were held to assist students in developing schema about diversity, and ways of serving diverse children and families that impacted student development, learning, and achievement. In methods classes, candidates focus on effective strategies in closing the achievement gap. Education faculty participated at the state-sponsored Closing the Achievement Gap Conference, and teachers from SDPI have participated in three experiences to as our students grapple with this year-long emphasis on serving diverse families and P-12 students. 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. 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](http://ncpublicschools.org) website, and all lesson plans they prepare must indicate how they intend to meet the needs of diverse, 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, linguistic, 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).**

Seeking more community input, we continue to use our Advisory Boards for each licensure program to provide ongoing feedback to promote growth. We continue to focus on assessing our candidates 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.**

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>2</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	59
	Hispanic	0	Hispanic	6
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	208
	Other	1	Other	6
	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>281</b>
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	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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	0
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	4	6
Elementary (K-6)		5
Middle Grades (6-9)	3	6
Secondary (9-12)	5	8
Special Subject Areas (K-12)	2	5
Exceptional Children (K-12)	4	9
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>18</b>	<b>39</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.12
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				4
Elementary (K-6)			1	29
Middle Grades (6-9)				
Secondary (9-12)				7
Special Subject Areas (K-12)			1	6
Exceptional Children (K-12)				8
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>54</b>
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	5	100
Institution Summary	5	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	21	19	8			
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

<b>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	11	100	55
Bachelor	State	3,909	94	68

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007**

<b>LEA</b>	<b>Number of Teachers</b>
Forsyth County Schools	249
Davidson County Schools	30
Stokes County Schools	30
Davie County Schools	20
Surry County Schools	19
Guilford County Schools	14
Wake County Schools	14
Wilkes County Schools	12
Charlotte-Mecklenburg Schools	10
Yadkin County Schools	10

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.78	3.38	3.58
preparation to effectively manage the classroom.	3.58	3.17	3.53
preparation to use technology to enhance learning.	3.54	3.04	3.47
preparation to address the needs of diverse learners.	3.83	3.04	3.58
preparation to deliver curriculum content through a variety of instructional approaches.	3.88	3.38	3.58
Number of Surveys Received	24	24	19
Number of Surveys Mailed	53	53	53

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
7	4	5