

# IHE Bachelor Performance Report

## Winston-Salem State University

2006 - 2007

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### 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. The University has an approved strategic plan that supports the vision that "WSSU will be a premier, comprehensive, regional institution contributing significantly to the social, cultural, intellectual and economic development of the Piedmont Region and beyond. Because of high quality academic and co-curricular experiences, our graduates will distinguish themselves as creative leaders in their professions and communities." Efforts to fulfill this vision have contributed to the University being ranked among the Top Southern Public Comprehensive Colleges-Bachelor's Category in the U.S. News & World Report magazine's "America's Best Colleges" issue for six consecutive years from 2002 through 2007. The University received the Carnegie Master's I classification in 2006 as a result of increases in the number of offerings and its growing enrollment in master's level programs. The university provides unique learning opportunities for students through five academic units: the College of Arts and Sciences, the School of Business and Economics, the School of Education and Human Performance, the School of Health Sciences, and the School of Graduate Studies and Research. These units provide programs that develop the skills and values students need to contribute and succeed in the changing economy of the 21st Century. WSSU offers 43 undergraduate programs (42 baccalaureate programs and 1 post-baccalaureate certificate program) and 12 graduate programs (9 master degree programs, 2 post-master certification programs, and 1 add-on teaching licensure program). The university's curriculum prepares all students to use the latest technologies as powerful tools for continuous learning, career advancement and personal enrichment. Beyond technical skills, the WSSU educational experience inspires individual commitment to community service through class-room and field experiences that develop civic leadership and prepare students to make lifetime contributions to society. Members of the academic community also engage in collaborative partnerships with public schools and the community in ways that complement the educational mission. Winston-Salem State University was founded in 1892 and chartered in 1897 as the Slater Industrial and State Normal School. In 1925 the institution was renamed the Winston-Salem Teachers College and became the first black institution in the United States to offer degrees in elementary teacher education. The name of the institution was changed to Winston-Salem State University in 1969 and became a part of the University of North Carolina System in 1972. WSSU now enrolls a diverse population of nearly 6000 students of which 82% are African American, 15% are Caucasian, and 3% are other minorities. Additionally, about 71% of the student population is female and about 29% is male. Many of these students are non-traditional students whom the university seeks to better serve through increased offerings in online courses as well as evening and weekend programs.

## **Special Characteristics**

The mission of the Department of Education and other associated College of Arts and Science departments is the preparation of knowledgeable, ethical and effective teachers and other professional educators. The unit provides opportunities that enable prospective educators to develop knowledge, skills and dispositions necessary to meet the challenges of the profession with creativity, self-reliance, critical thinking, and respect for human differences. To achieve the unit's mission, the focus is on teaching, research, and service. The teaching component prepares candidates through modeling and knowledge acquisition of exemplary teaching practices and standards of accrediting bodies. The research component provides the theoretical constructs for supporting principles and best practices of teaching and learning and contributes to the professional body of knowledge. The service component includes professional development, filing teacher licensure applications, and providing assistance to agencies, schools, community organizations, and other stakeholders, as well as to Winston-Salem State University. The teacher education programs are part of a cooperative effort of the School of Education and Human Performance and the College of Arts Sciences. The School of Education and Human Performance is the administrative unit; however, the programs are coordinated by the Teacher Education Council, which includes representation from every department that offers teacher preparation programs. The School of Education and Human Performance houses the Birth-Kindergarten, Elementary, Middle Grades, and Physical Education undergraduate teacher education programs, as well as the master's degree program in Elementary Education. The College of Arts and Sciences houses teacher education programs in Art, Music, English, Spanish, Mathematics, Social Studies and an add-on licensure program in English as a Second Language. The School of Education and Human performance also houses the Child Development Center and Laboratory School (CDCLS), the Teacher Education Advisement and Partnership (TEAP) Center, and the Maya Angelou Institute for the Improvement of Child and Family Education. The CDCLS provides learning opportunities for pre-school age children and serves as a field experience site for teacher education candidates from Winston-Salem State and Salem College and for students in the Winston-Salem/Forsyth County Schools Life Skills Program and the Early Education Program at Forsyth Technical Community College. The TEAP Center helps to recruit students into teacher education programs, advise and retain pre-admitted students, informs and supports licensure candidates, and establishes school and community partnerships. The Maya Angelou Institute is a community based comprehensive center for child and family development that seeks to develop and replicate family support programs that are informed by assessments of needs, policy analysis, and research; connect research, theory, and practice in education and outreach activities that are responsive to identified needs; and inform practicing professional and policy makers regarding issues relative to improving practices and professional preparation in education and human services.

## **Program Areas and Levels Offered**

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## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>Winston-Salem Preparatory Academy (WSPA) Winston-Salem/Forsyth County Schools Winston-Salem, NC</p>	<p>“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. WSPA 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</p>	<p>(1) SEHP sponsored a summer institute for rising 11th graders at WSPA. Course offerings including preparation for AP English, Advanced Functions, and SAT Preparation.</p> <p>(2) Freshman Seminar Developed a collaborative plan for WSPA students to enroll in Freshman Seminar at Winston-Salem State University</p> <p>(3) Provided Professional Development to Middle School Teachers (September 11-12)</p> <p>(4) A WSSU education professor is providing program evaluation support and conducting research on the Relationships among disciplinary alternative education,</p>	<p>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 graduation.</p> <p>(1) Thirty-six students participated in the summer institute.</p> <p>(2) Twenty-four juniors enrolled in EDU 1304: Freshman Seminar at WSSU during the Fall 2006 semester. Six students</p>

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	<p>between WSSU and the Winston-Salem Forsyth County School System. As a partner in the grant, WSSU is committed to providing professional development and technical assistance for teachers, and pre-college programs and opportunities for students to experience college life.</p>	<p>ethnicity, and gender.</p> <p>(5) The dean of the School of Education and Human Performance and the WSPA education faculty coordinator designed professional development activities and provided budget management support for professional development.</p> <p>(6) Several WSSU faculty members participated in the WSPA Career Fair on 5/2/07.</p>	<p>enrolled in a sociology course during the Spring 2007 semester.</p> <p>(3) The faculty member provided Co-Teaching and Inclusion Strategies to middle school general and special educators at WSPA. Using power point, handouts, and interactive dialogue teachers were explicitly taught best practices for engaging learners and co-teaching strategies to meet the needs of students with disabilities in the general education classroom.</p> <p>(4) A research article is in development as a result of this work.</p> <p>(5) Activities included a two day Learning Focused Schools workshop in July 2006 and a WSPA faculty and staff retreat in August 2006.</p>

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Winston Salem/Forsyth County Schools	<p>SCIMAX, the Science and Math Excellence Teacher Institute</p> <p>Priority 1: Improve teacher competencies in teaching skills in math, science and technology. emphasized using authentic learning, project-based learning, curriculum integration and 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.</p> <p>SCIMAX, the Science and Math Excellence Teacher Institute is a National Science Foundation grant funded collaboration between Winston-Salem State University and the Winston-Salem Forsyth County Schools to meet two key priorities.</p> <p>Priority 1: Improve teacher competencies in teaching skills</p>	<p>During summer 2006, the Science and Technology for Children (STC) Institute was offered four workshops for teachers.</p> <p>(1) A week long workshop for fourth grade teachers was conducted by teachers from WSFC schools under the auspices of WSSU.</p> <p>(2) A week long workshop was conducted by WSSU on the topic, "Know Your Ecology Address".</p> <p>(3) A 3-day workshop was conducted on lesson plan development.</p> <p>(4) A one-day technology workshop was conducted.</p> <p>(5) WSSU SEHP hosted the SCIMAX Summer Institutes for students. The summer institutes consisted of a two-week program</p>	<p>(1) The workshop focused on the Carolina Science Curriculum topics animal studies, rocks and minerals, and electric circuits.</p> <p>(2) Teachers conducted a campus biodiversity study using field skills and technology to study air, weather, water, topography, soil, plants, trees, and animals. The purpose of this hands-on workshop was to provide greater interdisciplinary opportunities to meet standards for all grade levels. Additionally, teachers collected statistics and analyzed data on plots of land from two different ecological environments.</p> <p>(3) The workshop was designed to enhance participants' ability to develop science lessons, on all levels by exploring Internet resources.</p>

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	<p>in math, science and technology with emphasis on using authentic learning, project-based learning, curriculum integration and instruction based on the NC Standard Course of Study and national standards.</p> <p>Priority 2: Improving interest in mathematics, science and technology for elementary and middle school students. Collaboration on institute course offerings is facilitated by a project director from the WS/FC Schools.</p>	<p>for rising fourth and fifth grade students, and a two-week program for rising sixth and seventh graders. The institute for 4th and 5th graders ran from June 26 - July 7, 2006. Summer Institute for middle school students ran the July 10 through July 21, 2006 Institute.</p>	<p>(4) The session focused on the use of United Streaming to enhance classroom instruction.</p> <p>(5) This year the SCIMAX curriculum was grounded in the NC Standard Course of Study Science goal. The middle school curriculum focused on soil and minerals. The study of soil included researching the many layers of soil, the organisms that live in soil, and the plants that grow in soil using hands-on activities such as building mini ponds, edible ponds, worm habitats and dissected earthworms. The institute included a field trip to Discovery Place in Charlotte, North Carolina.</p>
Winston-Salem/ Forsyth County Schools	<p>Quality Teachers, Administrators, and Staff:</p> <p>(1) provide professional preparation aligned with state</p>	<p>As part of a FIPSE grant funded by the U.S. Department of Education, WSSU recruited veteran teachers to mentor first-year teachers who are WSSU graduates in a one-on-</p>	<p>Six veteran teachers from the local system served as mentors to 10 first- and second-year teachers from WSSU. The following benefits were</p>

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	<p>priorities</p> <p>(2) Beginning Teacher Mentoring Program: provide support to new teachers</p>	<p>one program managed by WSSU. This was in response to ongoing concerns expressed by program completers for assistance during the initial years of teaching. The school system's personnel office assisted in identifying the school location of new teachers who had completed the program in the past five years. Mentors and mentees had weekly interaction via telephone, e-mail, or face to face, and they participated in bi-monthly forums with teacher education faculty and staff.</p>	<p>indicated by mentees:</p> <p>(1) being able to speak with someone affiliated with the university but outside the school site,</p> <p>(2) large group discussions,</p> <p>(3) having a mentor with whom the mentee could speak and get advice, and</p> <p>(4) listening to other mentees share experiences.</p> <p>They all reported that the program was successful, giving the program an overall rating of outstanding and recommending that other first-year teachers participate in such a mentoring program. Having interaction with a mentor via talking and listening was the most helpful component of the program; no</p>

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			components were considered ineffective. The program provided the assistance they needed and enabled them to become reflective practitioners who can evaluate the effects of their choices and actions and facilitated their understanding of their school's organization.
Easton & Konnoak Elementary Schools, Winston-Salem/ Forsyth County Schools	<p><b>Priority 1:</b> To help improve academic achievement among a growing population of Latino/Hispanic students;</p> <p><b>Priority 2:</b> To better prepare all students for success in an increasingly diverse society.</p> <p>Specific objectives:</p> <p>(1) raise teacher /administrators' sensitivity, understanding, and appreciation of Latino/Hispanic and Latin-American people and culture;</p> <p>(2) offer professional development for teachers/</p>	Effective Communications with Latino Students and Families is a K-12 grant funded outreach collaborative project. During Summer 2007 participants will visit Mexico through the UNC Center for International Understanding. In addition professional development will be provided on product-based learning and the United Streaming technology software.	The program serves 25 in-service teachers.

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	<p>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,</p> <p>(3) strengthen communication between teachers/ administrators and Latino students and their parents for improved student learning,</p> <p>(4) assist in methods that help all students enhance their participation in a multi-cultural society,</p> <p>(5) provide opportunities for undergraduate education students to acquire and/or practice language skills in a “real world” situation</p> <p>(6) assist in the recruitment of students into foreign language teacher education programs.</p>		

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<p>Winston-Salem/Forsyth County Schools (Konnoak &amp; Hall-Woodard) &amp; Thomasville City Schools (Thomasville Middle, Liberty Drive Elementary &amp; Thomasville Primary)</p>	<p><b>NC Quest:</b> Partnership for Improving the Performance of Elementary Teachers &amp; 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, technology, and authentic assessment.</p> <p><b>Quality Teachers, Administrators, and Staff:</b></p> <p>(1) Assist schools with continuous learning and professional development;  (2) Create teams of instructional leaders within the participating</p>	<p>Teachers participated 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>	<p>Workshops were held during fall 2006 to introduce teachers to instructional strategies for working with students with limited English proficiency. The workshops included integration of MS PowerPoint, United Streaming, Moviemaker, and TaskStream for lessons development Five WSSU faculty were involved. One beginning teacher, 13 career teachers and 1 school counselor were served. In Summer 2007, the participants reviewed the impact of the work that they developed the previous year; the participants began developing integrated lesson plans, which address literacy, technology, and the SIOP's instructional model. These new lessons will be subjected to peer review in Riverdeep. The current emphasis is broadening the intervention into more community-based activities and</p>

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	<p>schools who will continue to collaborate with WSSU faculty on the integration of research-based instructional practice in the curriculum of their school.</p> <p>The superintendents of WS/FCS and Thomasville city schools sent letters to the WSSU and the funding agency to request the staff development that would help address their need to make their teachers more effective with low income and ESL students.</p>		<p>more emphasis on the use of United Streaming with the SIOP model of instruction. CITTLE and the TEAP center will institutionalize the activities and evaluate the impact of the staff development during the 2007-2008 academic year.</p>
<p>Winston-Salem Forsyth County Schools</p>	<p>This project is a collaborative effort with the Winston-Salem/Forsyth County Schools to improve academic performance of minority males.</p>	<p>A WSSU professor collaborated with the WSFC Schools cultural diffusion instructional specialist on the development of a grant proposal to the Frank Porter Graham Foundation for grant funds to develop a program designed to improve the performance of minority male students in the WSFC School System.</p>	<p>The proposal made the initial cut and the representatives from the grantors have made a site visit. A funding decision will be made during summer 2007. The proposal has cleared the first stage of review and is ranked among the top 18 applications.</p>

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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 instructional paradigms; access to instructors and program coordinator; convenient registration procedures; and administrative support from the Triad.	Developed Sociological, Historical, and Philosophical Foundations course for online delivery to WS/FCS lateral entry teachers.	Nine lateral entry teachers enrolled in the course during Fall 2006.

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

Faculty and staff of WSSU contributed service to public school students in the Piedmont region in multiple ways that enhanced school climate and student learning. The Department of Life Sciences sponsored the Science and Career Explorations Program (SCEP) for middle and high school students to provide learning opportunities that improve students' competence in science, math, and technology; sustain their enthusiasm for science; and encourage them to pursue a career in research or other science-related areas. The program has a ten-week Saturday Academy and a rigorous 3- to 4-week summer enrichment program for grades 7, 8, 11 and 12. SCEP serves 15 middle school and 10 high school students. The Center for Mathematics, Science, and Technology Education exposed students in grades 6-12 to innovative learning methods in science and mathematics through its Saturday Academy and summer enrichment program. The Saturday Academy served 142 students during 2006-2007 and 40 students in the summer 2006 enrichment program. WSSU partners with the Piedmont Triad Research Park Advisory Committee to provide the SciTech Summer Technology Institute, a free two-week program for rising eighth grade students in the WSFC Schools. The institute provides exposure to science and math in a fun, hands-on environment for approximately 50 students. In fall 2006 a WSSU art instructor conducted a 2-hour workshop for 2nd graders entitled "Clay on Wheels" at Hall-Woodward Elementary. Students built artwork on the playground utilizing hundreds of pounds of crated stoneware clay in response to story and image prompts provided by the art instructor. The art instructor also organized an art project with the Advanced Art class at Glenn High in Kernersville. In 15 workshop hours students learned fundamental elements of sculpture and produced a sculpture that is on permanent display at the WSFCS central office. Eight WSSU faculty and staff members participated as Wings mentors for kindergartners at 4 elementary schools through the Winston-Salem Chamber's Corporate Volunteers Program. An additional 15 faculty and staff members participated in the initial electronic We-Mentor program that involved students at Winston-Salem Preparatory Academy and Carver High School. The Mathematics Department hosted the 4th Annual WSSU Mathematics Face-off, a Comprehensive Mathematics Division Contest, on March 29th. The purpose of the contest is to stimulate interest in mathematics; to provide recognition for outstanding mathematics students and outstanding mathematics teachers; to provide a congenial atmosphere in which to learn of each other's ideas and methods of teaching and learning mathematics; and to have a fun and rewarding experience. About 60 students from Forsyth, Guilford, Wake, and Moore Counties participated in the contest. The Maya Angelou Institute and the associate dean of SEHP received a Reading First Teacher Education Network grant for \$1000 to sponsor a "Pajama Read" at a local church for young children in response to the pastor's collaboration with WSSU and P-12 schools to identify barriers to educational achievement among children from selected target groups (low-income families, ESL learners, and children with learning disabilities). Fifteen children and 11 parents were served.

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

The School of Education and Human Performance continued its mentoring program for beginning teachers through funding from a FIPSE grant entitled, "An Inclusive Model (AIM) for Teacher Preparation in a Culturally and Linguistically Diverse Society." The grant, which is completing 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 new 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 the 2006-2007 academic year. As well as receiving coaching, participants also provided feedback that promoted programmatic changes. The Teacher Education Advisement and Partnership (TEAP) Center organized weekend seminars to assist pre-service and beginning teachers with the preparation of Praxis II. Beginning teachers are also invited to professional development activities sponsored by TEAP. This academic year, TEAP sponsored the following professional development activities: Self-Control: The First Step in Managing Student Behavior presented by Dr. Richard White on 12/1/06 and a student development seminar on "Differentiation of Instruction" presented by Dr. Sherell Fuller to which a limited number of in-service teachers were invited. The Director of Student Teaching provided mentoring on classroom management for a second-year teacher at Winston-Salem Preparatory Academy. 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.

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

The School of Education and Human Performance offers the NC Teach program as an alternative licensure route for lateral entry teachers. The Department of Human Performance and Sport Management administers an online, distance learning, teacher certification program in Physical Education. The program serves approximately 10-20 lateral entry teachers per year. Birth-Kindergarten offered additional online courses during 2006-2007 as part of its strategy for providing course access for non-traditional students. Efforts are being made through all programs in the Department of Education to increase distance learning and evening/weekend course options. During 2006-2007 course offerings included 10 online course sections, 7 distance learning courses, and 9 evening weekend course sections. WSSU has the Teachers Academy as an important partnership agreement with the Winston-Salem Forsyth County Schools 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 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 TEAP Center provides pre-admission counseling for lateral entry teachers seeking licensure through programs at WSSU. TEAP Center staff and content area faculty are responsible for providing academic advisement to these candidates as they matriculate through the program. In addition, TEAP provides professional development opportunities for lateral entry candidates. Professional development sessions titled “Tips from the Trenches: Positive Behavior Management”, “Is It Reactive or Proactive Discipline?”, and “Self Control: The First Step to Positive Management of Student Behavior” were held October 24, November 17, and December 1. Forty teachers participated in these workshops. Additional professional development sessions for spring 2007 included teacher education/distance education offering with schools and community colleges. These offerings were titled “Online Professional Education Courses for Lateral Entry Teachers,” “Community College 2+2 Recruitment Visits,” and “High School Future Teachers Fair.”

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

The WSSU Center for Mathematics, Science, and Technology Education (CMSTE) provides professional development for beginning and career teachers as part of NC-MSEN. The mission of the NC-MSEN professional development is to strengthen the quality and increase the number of teachers in mathematics and science education. Teachers from Winston-Salem Forsyth County Schools and surrounding counties were served by several professional development activities. These included the following workshops for teachers of grades 3-5: 1) Rocks & Energy/Forces (4 participants), 2) Weather & Climate (2 participants), 3) Weather, Climate & Ecology (2 participants), and (4)Ecology (2 participants). Project Learning Tree, a workshop on making informed decisions about conservation practices and resource use was also presented for both in-service and pre-service teachers for grades K-8. On January 20, 2007 Winston-Salem State hosted the first of a series of professional development workshops for teachers and student guides who are participating in the Robotics: Opportunities for Building Outstanding Talent in the Sciences (R.O.B.O.T.S.), a NC-MSEN initiative. The workshop, which was facilitated by Pisgah Astronomical Research Institute (PARI), included presentations with the Star Lab (portable planetarium) and Smiley (PARI learning telescope). Participants in the workshop were given remote access to the Smiley telescope and were able to control it from the desktop computers at WSSU. The participants were also given a brief overview of astronomy and telescopes and how they are made. The second part of the workshop gave ways that this information could be given to students to make it fun and interactive. Twenty persons participated in the workshop. WSSU sponsored the professional development on the Learning Focused Schools model on July 27-28, 2007. Participants included career and beginning teachers from Winston-Salem Preparatory Academy and other selected teachers and curriculum coordinators from other schools. A Special Education faculty member provided three professional development workshops on Inclusion/Co-Teaching to general and special educators who teach grades 6-8 at Winston-Salem Preparatory Academy (WSPA).

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

Winston-Salem state expands its efforts to serve low performing, at-risk, and /or priority schools and students through volunteer programs that involve WSSU students in volunteer activities in the Winston-Salem/Forsyth County Schools. Winston-Salem State University operates Project GIVE through which students provided many volunteer hours as teacher assistants and readers at Winston-Salem/Forsyth County Schools and other schools in the Piedmont region. Students volunteered approximately 1761 hours in WSFC Schools and 210 hours in schools in other counties for over 1900 total volunteer hours. At their Volunteer Appreciation/Recognition Program on May 15th, the students, teachers and administrators of Jefferson Davis Diggs Elementary School made special mention of the 70 WSSU students that provided an estimated 1,140 hours of volunteer service to their school. Many students participated in the African American Read-In Day at Diggs Elementary and Forest Park Elementary Schools in February 2007. The Read-In is sponsored by the National Council of Teachers of English. WSSU School of Health Sciences provided a summer science outreach program during the second summer school session of 2006 for selected rising freshman interested in pursuing STEM careers. Approximately 40 students participated in the program that included coursework, skill development, and career assessment and exploration. The Winston-Salem Preparatory Academy, a small college preparatory school supported by Thurgood Marshall Scholarship Foundation/Bill & Melinda Gates Foundation planning funds, began its third year of existence and its second year as a grade 6-12 school. The school will enroll its first 12th grade class in fall 2007. The goal of the school is to prepare students from underrepresented groups for entrance into institutions of higher education. WSSU supports the school through professional development, volunteer tutoring, and mentoring activities. The instructor of the Parent, School and Community Relations Spring 2007 class organized a service learning project with Cook Elementary School. The focus of the project was parent involvement to support student learning. Students created a Parent Involvement Night on Wednesday, April 11th for parents and students to help parents learn the North Carolina End-of Grade concepts, healthy eating opportunities, and strategies for parents getting involved in school. The effective communication strategies employed increased the usual attendance of 10 parents at evening events to over 120 people. A Special Education faculty member designed a 4-hour workshop for all middle school exceptional children's teachers. Emphasis was placed on differentiated instruction, inclusion, and co-teaching.

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

Winston-Salem State University seeks to assist NC public schools by producing students that are globally competitive. The pre-college programs offered to public school students seek to increase the pool of minority students who enter mathematics and science disciplines. These pre-college programs include the Science and Career Explorations Program sponsored by the Department of Life Sciences, the NC Mathematics and Science Education Network pre-college program offered by the Center for Mathematics, Science, and Technology Education within the Department of Mathematics, and the SciTech Summer Technology Institute. The Science Career and Explorations Program is a year-round program designed to provide middle and high school students with an integrative science educational experience. Students

are exposed to aspects of biology, chemistry, pharmacology, biotechnology, and mathematics. The NC-MSEN program is also year-round and provides innovative enrichment activities in science, mathematics, and study skills for under-represented students in grades 6-12. The SciTech Summer Technology Institute is a collaborative effort with the Piedmont Triad Research Park, the Wake Forest School of Health Sciences, and other citizen stakeholders to engage rising eighth graders in a two-week summer program to expose them to careers in science, mathematics, and technology related fields. Winston-Salem State University provides professional development opportunities in science and mathematics through the Center for Mathematics, Science, and Technology Education. Additional professional development that assists teachers in developing skills for providing instruction and classroom environments that support student learning are offered through professional development activities sponsored by the Teacher Education Advisement and Partnership Center in the School of Education and Human Performance. The FIPSE grant funded mentoring program provides mentoring support to beginning teachers on development of instruction strategies and classroom management. In addition faculty and students throughout WSSU volunteer in the Winston-Salem/Forsyth County Schools to give support to teachers to enhance the reading development, mathematical skills, social, and cultural development of students. Among these efforts is Project GIVE which coordinates student volunteerism in the schools and the We-Mentor program that mentors students at Winston-Salem Preparatory Academy and Carver High School. In addition, Winston-Salem State seeks to supply teachers in high demand areas. Arts and Sciences offers an add-on licensure program in English as a Second Language and the special education program is transitioning to a general curriculum program.

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

WSSU continued special emphasis on strengthening student admissions into teacher education and assuring the quality of candidates prepared by WSSU teacher education programs. The Teacher Education Advisement and Partnership (TEAP) Center is designed to apply more focused advisement and services towards ensuring that 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. TEAP focused on providing developmental activities to improve critical thinking skills in reading, writing, and mathematics in order to improve Praxis I pass rates. TEAP offered several six-hour Saturday Praxis I and II workshops and mock Praxis II tests to help students improve their test taking competency. They also hosted eight Wednesday evening sessions on the Plato software to supply reinforcement of basic skills in reading, writing, and mathematics. The Freshman Seminar course for teacher education majors was redesigned in fall 2006 as a pilot three-hour course that emphasizes critical thinking, reading, writing, and communication skills. TEAP also sponsored 6 seminars for education students and in-service teachers on diversity topics. Among the topics presented were American education in Germany, religious diversity, socio-economic diversity, and differentiated instruction. The Teacher Education Council also approved additional requirements for maintaining enrollment in teacher education programs that included additional course grade requirements, evidence of participation in professional

organizations, and taking of Praxis II professional tests prior to completing student teaching. Special emphasis has also been placed on development of professional dispositions throughout the teacher education programs. Efforts include introduction to the conceptual framework and dispositions in the freshman seminar course, further imbedding of the dispositions into the coursework outlined in course syllabi, and required attendance at seminars intended to enhance the development of professional dispositions. Additional emphasis has also been placed on developing technology skills. A curriculum change proposal has been approved by the Teacher Education Council to include a technology prerequisite to the Educational Media/Computers in School course and to move the course to senior year when candidates have acquired pedagogical skills to which technology skills may be appropriately applied to impact student learning.

## **Supplemental Information (Optional)**

### **I. 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 subsequently increase the number of candidates enrolled in teacher education and successfully completing requirements for teacher certification. The Teacher Education and Advisement Partnership Center offered a variety of opportunities to aid student success with Praxis I and Praxis II exams. TEAP offered three six-hour Saturday workshops on mathematics skills for Praxis I, two 6-hour workshops on reading skills, and two workshops on writing skills. There were a total of 89 attendees for these workshops. Weekly Wednesday evening Plato “Parties” were also offered from February 21st through the May exam period. The Plato software is computer-based reading, writing, and math skills building program. Twenty-one pre-admit students attended tutoring sessions in mathematics and reading during fall 2006. Mock Praxis I exams that simulated real test conditions were held during fall 2006. Fifty students participated and were given individual coaching in debriefing sessions. One workshop was held for the physical education Praxis II exam and two workshops were held for the elementary education exam to assist students in improving their test taking competency. Seven persons attended the physical education workshop and 28 persons attended the elementary education workshops. The Freshman Seminar course for teacher education majors was redesigned in fall 2006 as a pilot three-hour course that emphasizes critical thinking, reading, writing, and communication skills as well as study strategies and other strategies for college success. TEAP also sponsored 6 seminars for education students and in-service teachers on diversity topics. Revisions to the Elementary Education curriculum were implemented in fall 2006 to better align with the state standards and the content categories and course instructional assessments for the Praxis II. The revision included a methods block in the senior year with over 100 hours of field work in P-12 schools, a new classroom management course, a prerequisite technology course, and a new foundational reading course for strengthening of the literacy component to 4 courses. Success has been accomplished in getting students to adhere to the dispositions developed within the School of Education and Human Performance’s Conceptual Framework. Individual conferences held in the Responsive Pedagogy course have helped development of the art of reflection and forced teacher candidates to provide evidence of their development with respect to the dispositions.

The Department of Education implemented a 3-hour freshman seminar course for education majors in fall 2006. The course incorporates foundational skills and dispositions necessary for successful entry and completion of education programs including test taking skills. The Department of Education also offers the Teacher Education Curriculum Review Seminar course to assist candidates in preparing to take Praxis II. The Office of Student Teaching and Field Experiences has collaborated with the Teacher Education Council streamlined and systematized student teaching requirements, including designation of lesson plan formats for all areas.

#### **J. 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, Winston-Salem State University has an articulation agreement with the entire North Carolina Community College System allowing students with the Associate Degree in Early Childhood Education to transfer into the WSSU Bachelor of Science in Birth-Kindergarten Education. Winston-Salem State maintains the Triad Partnership with Winston-Salem/Forsyth County Schools and Forsyth Technical Community College which provides a short-term solution to the shortage of licensed teachers in K-12 schools through a program designed for lateral entry teachers. Through this partnership, courses totaling fourteen credits are offered at the FTCC site and taught by a combination of faculty from both institutions in a prescribed sequence to a cohort (15-25 students) so that all fourteen credits may be completed in three semesters and one summer term. The first classes for this partnership were offered Spring 2006. There are ongoing activities to recruit students into professional education programs leading to licensure. Faculty members participated 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 chapters 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.

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

Winston-Salem State University has an enrollment that is 85% minority. As such, the university has a pool of potential teacher education candidates that is largely minority. The School of Education and Human Performance seeks to attract and support students who have a desire to become teachers. To this end the WSSU Teacher Education Advisement and Partnership (TEAP) Center employs a teacher education advisor and a licensure officer who assist students in navigating the process for being admitted into teacher education and

ultimately to obtain teacher licensure. The advisor serves both undergraduate and alternative entry students who wish to pursue teacher licensure. As a result of effective pre-admission advisement, more students are meeting requirements for admission to teacher education programs, which correspondingly increases the number of students who qualify for licensure recommendations from the licensure officer. Furthermore, the TEAP Center's partnership coordinator assists the School of Education and Human Performance (SEHP) in attracting students to graduate degree and certificate programs through professional development and collaborative programs with regional school districts. WSSU hosted the Pre-Teaching Academy during June and July of 2006. The Pre-Teaching Academy, which was funded by the U.S. Department of Education Fund for Improvement of Post-secondary Education, is titled, "An Inclusive Model for Education (AIM) for Teacher Preparation in a Culturally and Linguistically Diverse Society." It provides services and resources to aspiring teacher candidates and provides a five-week summer residential program during which rising college freshmen begin the process of orientation to the campus and the teaching profession. Fifteen students participated in the summer 2006 academy. The WSSU admissions and enrollments offices are implementing new strategies for identifying and attracting new students to the university which will in turn increase the pool of potential teacher candidates. WSSU is implementing the Hobson's software to provide services that identify and attract candidates for enrollment and to ease the process of gaining admission and enrollment in the university. The deans of the SEHP and the College of Arts and Sciences, the chair of the Department of Education, and the director of Admissions attended a two-day meeting and workshop at UNC General Administration on the UNC-Teacher Recruitment Initiative. A campus team has been formed to develop a recruitment and retention system for Education majors, which will form the basis of the WSSU-UNC-Teacher Recruitment Initiative. In addition, WSSU participates in college fairs across the state and region as well as holds campus open houses at which education faculty meet with students to encourage enrollment in teacher education programs.

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

A Mathematics Department faculty member received a grant from the North Carolina Council of Teachers of Mathematics to establish the Mathematics Leadership Academy. The academy addresses mathematics achievement of girls and minorities through the systematic provision of enrichment activities. The focus of this project is to provide support for minority females, give them exposure to various aspects of mathematics, and prepare them for leadership roles and further mathematics achievement. The Mathematics Leadership Academy is, however, open to anyone who wishes to participate. The academy for 2006-2007 included 10-20 middle school students who met one Saturday per month from 9 a.m. – 12 noon during the regular school year. The project is a collaborative effort with the NC-MSEN Center for Mathematics, Science, and Technology Education at WSSU, and a community service organization, Delta Sigma Theta Sorority, Inc. The program took place once a month from October 2006-May 2007. As part of the literacy initiative of the Maya Angelou Institute for the Improvement of Child and Family Education's family literacy initiative, the Institute has received a grant from the Books for Kids Foundation for 300 books and a donation of 101 books from Barnes & Noble Booksellers for distribution to

children taking part in the Institute's reading events and other events organized by the Institute's partners in Winston-Salem/Forsyth County Schools that serve children from low socioeconomic communities. At the Institute's request, many of the books are written in English and Spanish in order to accommodate the needs of the many children from the burgeoning Hispanic/Latino communities in Winston-Salem. The Special Education program has received approval from the University of North Carolina to seek transition to the new major in "Special Education: General Curriculum." This replaces the previous Special Education major that focused solely on learning disabilities. Under the new program, completers would be able to teach students with various disabilities, not only learning disabilities.

## 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	5	Black, Not Hispanic Origin	17
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	8
	Other	0	Other	0
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>26</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	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	3
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>4</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	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>8</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>
Pre-kindergarten (B-K)	10	9
Elementary (K-6)	11	10
Middle Grades (6-9)	6	2
Secondary (9-12)	2	5
Special Subject Areas (k-12)	3	3
Exceptional Children (K-12)	2	4
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	8	30
<b>Total</b>	<b>42</b>	<b>63</b>
<b>Comment or Explanation</b>		
Program areas cannot be identified for all lateral entry students taking courses at Winston-Salem State. Only those students who are counseled through the Teacher Education Advisement and Partnership Center can be identified. Numbers for those with unidentified programs are in the "Other" category.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	NA
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	177
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	*
MEAN GPA	3.39
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<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				
Pre-kindergarten (B-K)	3	1		
Elementary (K-6)	4	5	2	
Middle Grades (6-9)	1	1		
Secondary (9-12)	2	1	1	
Special Subject Areas (K-12)			1	1
Exceptional Children (K-12)	3	1	1	
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>13</b>	<b>9</b>	<b>5</b>	<b>1</b>
Comment or Explanation				

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

<b>2005 - 2006 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	17	82
Spec Ed: LD	1	*
Institution Summary	18	83
* 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	17	1	1	1		
U Licensure Only	1					
<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		1			1	
U Licensure Only	4	1				
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	31	81	52
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	465
Charlotte-Mecklenburg Schools	143
Guilford County Schools	87
Wake County Schools	63
Durham Public Schools	34
Cumberland County Schools	29
Stokes County Schools	25
Surry County Schools	22
Rockingham County Schools	19
Davidson County Schools	18
Halifax County Schools	18
Nash-Rocky Mount Schools	18
Wayne County Public Schools	18

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

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.00	3.57	3.40
preparation to effectively manage the classroom.	3.13	3.14	3.20
preparation to use technology to enhance learning.	3.00	3.00	3.30
preparation to address the needs of diverse learners.	3.13	3.29	3.40
preparation to deliver curriculum content through a variety of instructional approaches.	3.38	3.00	3.30
Number of Surveys Received	8	7	10
Number of Surveys Mailed	17	17	17

### 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>
15	14	11