

# IHE Bachelor Performance Report

## Salem College

2007 - 2008

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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. Until Spring 2008, undergraduates have majored in an academic discipline and completed licensure programs in teaching; beginning Fall, 2008, undergraduates will major in education if they are seeking licensure in Birth-Kindergarten Education, Elementary Education, Special Education, or English as a Second Language. Salem College, a liberal arts college for women, values its students as individuals, develops their unique potential, and prepares them to change the world. As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. When formalized licensure practices were initiated in North Carolina, Salem College adapted its curriculum to meet the requirements of the state. The teacher education program of the College has been accredited by the state of North Carolina since 1964. Undergraduates major in an academic discipline and complete licensure programs for teaching; graduate students earn initial or advanced licensure in teaching. As a liberal arts college, Salem promotes an understanding of liberal studies for all students to provide the prospective teacher with a firm content base, 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. At Salem College, prospective teachers engage in extensive study of literacy development across the curriculum. The constructivist philosophy guides instruction and curriculum development, and the faculty emphasize integrated, meaning-centered instruction as they seek to promote the cognitive development of each prospective teacher. External funds provide support for action research projects, collaborative activities within partnership schools, and continuing professional development for faculty.

### **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 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 Comprehensive Science, 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 comprehensive science, 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 comprehensive science, 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/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>Collaborative partnerships exist between Salem College and teachers in the Winston-Salem Forsyth County School System. Specific schools include: the Children's Center for the Physically Disabled, More at Four classes, Ashley Elementary, The Downtown School, Griffith Elementary, Jefferson Elementary, Konnoak Elementary, Rural Hall, Sherwood Forest Elementary, Special Children's School, WSFCS EC Preschool program, Walkertown Elementary, Whitaker Elementary, Clemmons Middle, Jefferson Middle, Northwest Middle, East Forsyth High, Parkland High, Reagan High, and Reynolds High.</p>	<p>1) provide support to new teachers to increase retention 2) provide staff development as needed by the LEA, as identified by the principal</p>	<p>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 2) Provide up to five hours of staff development per school as asked by the Principal</p>	<p>A) 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.) B) 3 hours of formal staff development was provided on teaching methodology and strategies. 97% of teachers found the staff development helpful. Additional staff development in partner schools is scheduled in August.</p>
<p>Collaborative partnerships exist between Salem College and</p>	<p>2) provide Literacy support to new and</p>	<p>2) Maintain a Literacy Support Group (LSG) for literacy specialists</p>	<p>Questionnaires revealed that 100% of participants indicated</p>

<p>teachers in the Winston-Salem Forsyth County School System. Specific schools include: the Children's Center for the Physically Disabled, More at Four classes, Ashley Elementary, The Downtown School, Griffith Elementary, Jefferson Elementary, Konnoak Elementary, Rural Hall, Sherwood Forest Elementary, Special Children's School, WSFCS EC Preschool program, Walkertown Elementary, Whitaker Elementary, Clemmons Middle, Jefferson Middle, Northwest Middle, East Forsyth High, Parkland High, Reagan High, and Reynolds High.</p>	<p>continuing teachers to increase retention and commitment to high quality teaching</p>	<p>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. Benefits to teachers include receiving books and other materials to share with colleagues and use in their classes.</p>	<p>that all goals were met. Participants indicated that most valuable were: their reflection and discussion about ways to maintain high quality, evidence based literacy practices; and the materials they received (This is an ongoing initiative.)</p>
<p>Collaborative partnerships exist between Salem College and schools in the Winston-Salem Forsyth County School System. Specific schools include: Ashley Elementary, Griffith Elementary, Jefferson Elementary, and Konnoak Elementary.</p>	<p>1) Develop and participate with school partners in planning curriculum nights</p>	<p>1) Plan and implement Family Math Night at the following elementary schools: Griffith, Ashley Elementary School; Plan and implement Multicultural night at Konnoak and Ashley Elementary School</p>	<p>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 19 Salem students, 100% felt that participating was beneficial, with most students indicating that they felt more comfortable communicating with families (N=18). School partners informally indicated that the</p>

			students were planned effective and engaging hands-on activities, and asked them back for next year. This is an ongoing initiative.
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 The Arts Based Elementary (charter school) and Walkertown Elementary	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)	8 Participants are now preparing for National Board Certification.
Collaborative partnerships exist between faculty and early childhood special education programs. Schools include The Children's Center for the Physically Disabled, The Special Children's School, and WSFCS EC Preschool.	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, including the Day of Play with another IHE and community college.
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## **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; and science faculty 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. 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. 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 , serving culturally and linguistically diverse children and families, and multiculturalism. A birth-kindergarten faculty member serves on the More at Four advisory board.

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

Faculty at Salem College continued the New Teacher Support Group for professionals in their first, second or third year. Faculty members 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. The Salem College Curriculum Materials Center continues to be 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 are available 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 science, English, mathematics, and social studies. All candidates for the lateral entry program receive special advising with the Director of Teacher Education (who serves as 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 Director of Teacher Education and specific program coordinators conduct information sessions in local schools as needed and work closely with the Regional Alternative Licensure Center to provide appropriate courses for students.

#### **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 as requested by public schools, including: brain-compatible instruction, developmentally appropriate instruction, and integrated unit design. 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. 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 opportunities for local teachers of young children to earn B-K licensure or degrees. 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. 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 one partner school 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 and participation in the Day of Play. 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.**

21st Century Schools- 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, and attention to these priorities is infused throughout the program. 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. Candidates are taught to make use of multiple resources in their planning, 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. 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. Globally Competitive Students- Each year we sponsor a Comenius Symposium focused on one or more of the SBE priorities. In 2007-2008, the symposium focused on serving diverse students and families. The guest speaker, an American Indian faculty member serving at a state school, 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. 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. Likewise, all graduate students are required to take a class focusing on working with families or collaboration and leadership, as well as an ESL methods class for general education teachers. Healthy and Responsible Students- Teacher Education candidates are required to demonstrate their ability, in the student teaching or practicum experience, to promote students' healthy choices and focus on individual responsibility. These initiatives are a component in the evaluation instrument used by faculty members.

#### **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/partner school 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 Academic Support services offered by the College, teacher education candidates can get specific tutoring in content areas such as mathematics or writing. Faculty in the Education Department 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 members carefully analyze them to identify any common areas of weakness and use 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 an administrator at one of our partner 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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	14
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>14</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</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	3
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</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)	1	2
Elementary (K-6)	0	1
Middle Grades (6-9)	0	0
Secondary (9-12)	1	2
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	1
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>2</b>	<b>6</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1306
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.09
Comment or Explanation	

**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)	0	0	0	0
Elementary (K-6)	0	0	0	5
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	1
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
Comment or Explanation				
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	27	100
Spec Ed: General Curriculum	1	*
Institution Summary	28	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	0	0	0	0	0	0
U Licensure Only	0	1	4	0	0	0
<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	0	0	0	0	0	0
U Licensure Only	0	0	0	1	0	0
Comment or Explanation						

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

<b>2006-2007</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	58	98	78
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008**

<b>LEA</b>	<b>Number of Teachers</b>
Forsyth County Schools	278
Stokes County Schools	34
Davidson County Schools	33
Surry County Schools	23
Davie County Schools	22
Guilford County Schools	17
Wake County Schools	14
Charlotte-Mecklenburg Schools	12
Wilkes County Schools	12
Mount Airy City Schools	9
Yadkin County Schools	9

**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.	3.27	3.35	3.57
preparation to effectively manage the classroom.	3.27	2.88	3.29
preparation to use technology to enhance learning.	3.33	3.06	3.29
preparation to address the needs of diverse learners.	3.53	2.94	3.38
preparation to deliver curriculum content through a variety of instructional approaches.	3.60	3.12	3.52
Number of Surveys Received	15	17	21
Number of Surveys Mailed	46	46	46

**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>
8	2	16