

# IHE Bachelor Performance Report

## Winston-Salem State University

2007 - 2008

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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 48 undergraduate programs (47 baccalaureate programs and 1 post-baccalaureate certificate program) and 14 graduate programs (10 master degree programs, 3 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 classroom 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 79% are African American, 15% are Caucasian, and 6% are other minorities. Additionally, about 72% of the student population is female and about 28% 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 and approval agencies. 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 Professional 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 and the new Master of Arts in Teaching degrees in Middle Grades Mathematics, Middle Grades Science, and Special Education. The College of Arts and Sciences houses teacher education programs in Art, Music, English, Spanish, Mathematics, Social Studies, and the post-baccalaureate certificate program for add-on licensure 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 TEAP Center helps to recruit students into teacher education programs, advises and retains pre-admitted students, informs and supports licensure candidates, and supports cooperative projects with schools and community colleges. The TEAP Center advances a collaborative model and structure that is beneficial to all parties. 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**

Teacher education programs are hosted by the School of Education and Human Performance and the College of Arts and Sciences. The School of Education and Human Performance offers five teacher education degree programs at the baccalaureate degree level: Birth-Kindergarten Education; Elementary Education; Middle-Grades Education with concentrations in language arts, mathematics, science, or social studies; Special Education – General Curriculum (K-12), and Physical Education (K-12). The School of Education and Human Performance also offers the

Master of Education in Elementary Education and the Master of Arts in Teaching, The College of Arts and Sciences hosts six initial licensure programs at the baccalaureate level: Art Education (K-12), English Education, Mathematics Education, Music Education (K-12), Spanish Education (K-12), and Comprehensive Social Studies Education. The College of Arts and Sciences also offers English as a Second Language (ESL) as an add-on licensure program. The Southern Association of Colleges and Schools accredits Winston-Salem State University. Teacher education programs are approved by the North Carolina Department of Public Instruction and State Board of Education and accredited by the National Council for the Accreditation of Teacher Education.

## 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>Winston-Salem Preparatory Academy (WSPA) Winston-Salem/Forsyth County Schools Winston-Salem, NC</p>	<p>“Building a Culture for Success”: A WSPA/WSSU Partnership for 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 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</p>	<p>(1) A WSSU professor conducted a two-part professional development workshop with middle school (6th-8th grades) general and special education teachers at WSPA on Inclusion and Co-teaching in the Middle School. In session I, teachers received an overview of the topics. Session 2 included teachers demonstrating and/or describing application of the strategies; (2) The WSSU liaison for WSPA organized a Volunteer Information meeting on April 17th for WSSU students interested in volunteering to give tutoring assistance to WSPA students for their End-of Grade (6-8) and End-of –Course tests; (3) the liaison and an assistant organized a Career Fair at WSPA on May 2nd. The Career Fair included faculty and staff</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. WSPA graduated its first senior class on June 8, 2008 with a graduation rate of 89% and an expected college enrollment rate of over 80%. (1)Eleven teachers and teacher assistants attended the workshop; (2) Six WSSU students attended the training and three students actually tutored at WSPA; (3) WSPA student evaluations indicated that students benefited from the information gleaned from the presentations.</p>

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	students to experience college life.	professionals from WSSU as well as professionals from other employers across Forsyth County	
Winston-Salem/ Forsyth County Schools & Forsyth Technical Community College	Triad Partnership Opportunities -- 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.	WSSU, WSFCS and FTCC held bi-weekly meetings to plan implementation of and processes for the TPO program. Topics addressed included course offerings, marketing strategies, and program management. Activities included (1) an orientation dinner for TPO interested prospects, WSSU administrators, faculty and staff members, the WSFCS Human Resources Director, and the FTCC administrator; (2) hiring of a Teacher Recruitment Coordinator and an Administrative Assistant; (3) publication and distribution of marketing materials to increase enrollment.; (4) weekly travel to schools in Forsyth County, Lexington or Thomasville to promote the program; (5) monitoring of students to assure completion of the admission,	The second TPO Program (2007-2008) actively recruited 38 teachers, of which 21 enrolled in and attended courses. Thirteen courses are offered during designated terms at one of the partnering agency locations. Other courses are available to program participants if needed to fulfill employment obligations.

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		registration, and payment processes; (6) purchase of additional curriculum materials to assist students in their classrooms; and (7) expansion of recruitment in other counties to join the TPO Program	
Teacher Assistant Initiative: Stokes, Davie, and Winston-Salem Forsyth County School Districts	The initiative provides planning, services, and support for teacher assistants employed by regional school districts that help them fulfill requirements for the North Carolina Standard Professional I License with the cooperation of school districts, community colleges, state education consortia, and Winston-Salem State University.	1) Partnership Professional Development Conference held on WSSU campus for 120 Stokes County Teacher Assistants; 2) TA Information Sessions held by Forsyth Technical Community College (FTCC), Teacher Education and TEAP Center, Stokes Co. - Walnut Cove Elementary.; 3) Registration and enrollment assistance given for current students and future cohorts with AA/AAS or college credits during the period 1/14-1/31/08; 4) Plato Learning Training; 5) FTCC/WSSU Planning Meeting – 3/17/08	1) Workshops were held over two days (8/16-8/17/08 -- six hours per day) on Behavior Management, teaching reading, teaching writing, differentiating instruction, and Praxis I preparation for teacher assistants; 2) Sessions held 10/29/07 and 11/13/07 focused on academic requirements and advising services for teacher assistants and transitioning from Forsyth Technical Community College (FTCC)'s AS and AA degree programs to teacher education programs at WSSU; 3) Set up billing arrangements for tuition & book payment plans. Transcript evaluations continue through the semester as needed; 4) Training offered at Pinebrook

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			Elem – Davie County Schools (1/12/08, 1/25/08, and 2/23/08), West Stokes High School (2/2/08); 5) Initiated planning for “seamless paradigm” as well as an outline for program admission requirements and other services to facilitate transfer from community college to WSSU.
Spanish Communications Collaborative with Winston-Salem/Forsyth County Schools	In its initial planning stage the Collaborative (WSFCS Foreign Language Program Manager, TEAP Center Director, and WSSU Foreign Language Spanish Faculty) has preliminary aims to: 1) Provide opportunities for undergraduate students and high school students to practice language skills in a “real world” situation; 2) Enhance students' social skills; 3) Raise students, teachers, and administrators sensitivity, understanding, and appreciation of Latino/Hispanic and Latin-American people and culture; 4) Strengthen communication between public school foreign language teachers/administrators and WSSU Language faculty; 5) Assist in presenting	Plans are being drawn for an initiating Spanish language activity in the fall of 2008.	

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	issues and strategies that help students participate in a multi-cultural society; 6) Attract students to the Spanish Education program at WSSU		
Winston-Salem Forsyth County Schools	Familial Factors and Health Behaviors in Youth and Adolescents At-Risk for Excess Weight: The goal of this study is to identify thoughts and behaviors related to exercise of African American and Latino families concerning physical and psychological benefits of exercise, disparity in child and adolescent activity rates exposure rates, and opportunities presented for study group to exercise.	This project was approved by the Research and Evaluation Office of the Winston-Salem/Forsyth County School District to begin in the 2008 academic year. The authors and principal investigators for the project are two faculty members in the Departments of Human Performance and Sports Management and Psychology at Winston-Salem State University. Faculty members were assisted in gaining school district approval for the research by the TEAP Center.	The first part of this investigation will address exercise behaviors in African-American and Latino families and adolescents. The second part of the study will employ a qualitative approach to investigate the same factors in African-American and Latino families with younger children. The study hopes to gain participant insights and provide a foundation for the design and development of an obesity prevention program for minority females at risk of becoming obese.
Mount Airy City Schools/ Carter G. Woodson Charter School of Winston-Salem	NC Quest VI: The partner schools have students who consistently perform poorly in reading and writing assessments on the EOG tests and teachers lack the requisite skills to address the diverse literacy needs of these low-performing students. WSSU teacher education and	Provide 126 hours of professional development (over Summer 2008 – 60 hours; Fall 2008 – 18 hours; Spring 2009 – 18 hours; and Summer 2009 – 30 hours). Activities, which support the project's goals and objectives as	The program begins July 2008 and extends through summer 2009.

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	<p>Arts and Sciences faculty and partner school personnel agreed this project will address the following specific needs: 1) Pedagogical and content area training in effectively teaching low-performing students; 2) Differentiation of instruction; 3) Integration of technology into the reading and writing curriculum in ways that improve learning for low-performing students; 4) Access to effective, research-based strategies for teaching reading and writing to low-performing students; 5) Access to appropriate intervention strategies for low-performing students; 6) Teacher skill development in using technology to communicate with parents of low-performing students</p>	<p>well as the long-range professional development plans of our partnering public schools, are: 1) Design and implement 126 hr professional development in teaching reading and writing to low-performing students, including assessment and intervention strategies, to enable teachers to better understand and provide improved educational services to them; 2) Develop and evaluate best practices and resources for use by participants; 3) Design and implement poster session showcasing participants' new knowledge and skills, individually and in teams (reading, pedagogy skills for teaching reading and writing to low-performing students, lesson planning with intervention strategies and assessments, and technology integration); 4) Develop plans to encourage participants and their colleagues to continue with professional development.</p>	

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

The Center for Mathematics, Science, and Technology Education (CMSTE) served 107 pre-college students in grades 6-12 in its NC-MSEN Pre-College Program (PCP). The PCP seeks to increase the pool of students who graduate from high school with sufficient preparation to pursue mathematics and science programs of study at the university level and to move into careers in science, mathematics, technology, engineering, and teaching. Students participated in 15 Saturday sessions that provided academic enrichment in mathematics, science, English and career development. Thirty PCP students participated in the 6th Annual NC-OPT Ed Alliance Day in Greensboro. The PCP program placed in 8 events at the NC-MSEN Day competitions. CMSTE sponsored the Robotics: Opportunities for Building Outstanding Talent in the Sciences program for 20 seventh graders. The program included 13 sessions during the academic year and a 3-week enrichment summer session. Participants won 2nd place in the first annual Robotics Competition in July 2007. The Mathematics Leadership Academy provided experiences from 9/2007 to 5/2008 for 20 middle school minority females in an effort to increase their interest and achievement in mathematics. The MLA was supported by a grant through Science for Everyday Experiences program funded by Burroughs Wellcome. MLA partnered with the CMSTE, and the Delta Sigma Theta Sorority, Inc., a community service organization to provide enrichment activities for participants. The WSSU Mathematics-Faceoff, an annual mathematics contest, was held on 3/18/2008 with 144 students from Forsyth, Guilford, Wake, and Moore Counties participating. The Faceoff, sponsored by mathematics faculty, stimulates interest in mathematics; provides recognition for outstanding mathematics students and outstanding mathematics teachers; and provides a congenial atmosphere in which to learn of each other's ideas and methods of teaching and learning mathematics. The SciTech Summer Institute provided a summer enrichment experience for 29 rising 8th graders in Forsyth County from June 18th through June 29th. The goal of the institute was to stimulate retention rates in the sciences and to promote student interest in careers in biomedical/ biotechnology through a hands-on summer experience. Institute activities were provided by research scientists from WSSU, Wake Forest University School of Medicine, and Piedmont Triad Research Park, leaders from Union Baptist Church, and teachers from the Winston-Salem Forsyth County Schools. Activities included 1) a full course biology curriculum designed for grade 8 level students, 2) introduction to biomedical research via hands-on participation in a research project, 3) introduction to critical and analytical thinking, and exposure to research faculty preceptors and other leading researchers via Seminars at the Research Park. Upward Bound is a federally funded TRIO program that provides grade 9-12 participants with the skills and motivation to complete a secondary education program and enter post-secondary studies. The program offers tutoring, counseling and career awareness programs throughout the year and a residential summer program. Approximately 80 students are served through this program

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

Beginning teachers may participate in the teacher professional development workshops provided by the Center for Mathematics, Science, and Technology Education (CMSTE). CMSTE provided 5 workshops during the 2008 academic year. They were: 1) Geometry and Measurement for teachers of grades 4-8, 2) SITE: Biology, 3) SITE: Geometry, 4) Introduction to the TI-NSpire

Workshop, and 5) Project Learning Tree for teachers of Pre-K through 8th grade. The Master of Arts in Teaching has been implemented as a program to assist lateral entry teachers in obtaining a master's degree as they complete the requirements for teacher licensure. The MAT degree program has two phases. Phase I focuses on preparing candidates to meet the requirements for Standard Professional I licensure. Phase II addresses knowledge, pedagogical skills, and disposition competencies for obtaining Standard Professional II licensure. The MAT offers programs in Middle Grades Mathematics, Middle Grades Science, and Special Education. Candidates formerly enrolled in the former Winston-Salem State University NC Teach program were permitted to transfer coursework completed for the NC Teach program to the MAT degree program as Phase I MAT courses are the courses completed for NC Teach.

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

The Department of Education has received approval to offer the Master of Arts in Teaching for lateral entry teachers in Special Education and in Middle Grades Mathematics and Science. Several of the former NC Teach candidates have enrolled or are seeking enrollment in these graduate programs. Winston-Salem State maintains the Triad Partnership Opportunities 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. TPO provides pre- and post-admission advisement and monitoring of candidate progress through programs. The TEAP Center provides professional development opportunities in which lateral entry candidates participate. Candidates participate in Praxis II preparation workshops, diversity seminars, and other developmental activities provided by TEAP. The Department of Human Performance and Sport Sciences administers an online/distance learning teacher certification program in Physical Education. The online program serves about 20 lateral entry teachers. Birth-Kindergarten continues to offer online courses as part of its strategy for providing course access for non-traditional students. In addition, distance learning opportunities are offered in Birth-Kindergarten Education at Surry Community College. BKE students at Surry complete their coursework and student teaching through WSSU. All programs in the Department of Education focus on the development of more distance learning and evening/weekend course options. During 2007-2008, course offerings included 12 online course sections, 2 distance learning courses, and 3 evening weekend course sections.

#### **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 mathematics and science teachers in North Carolina. Seventy-one teachers from the Winston-Salem/ Forsyth County, Davie County, Davidson County, Guilford County, Mount Airy, Randolph, Surry, and Stokes County School Systems were served in professional development

opportunities during the 2007-2008 academic year. Five professional development workshops were provided. They included the following: Geometry and Measurement for grades 4-8 (25 participants), SITE: Biology (9 participants), SITE: Geometry (5 participants), Introduction to the TI-NSpire Workshop- (29 participants), and Project Learning Tree for Pre-K-8 (17 participants). The WSSU liaison to WSPA conducted a professional development workshop with middle school (6-8) general and special education teachers at the Winston-Salem Preparatory Academy. The middle school teachers participated in a two-part series on Inclusion and Co-teaching in the Middle School. In session 1, teachers received an overview of the topics. Session 2 included teachers demonstrating and/or describing application of the strategies. WSSU also offers the M.Ed. for advanced licensure in Elementary Education. The M.Ed. has extended beyond its on-campus program for career teachers to distance learning sites in Alleghany, Davie, and Surry Counties. Fifty-five candidates were enrolled in the program during 2007-2008, compared to the 2006-2007 enrollment of 20 candidates.

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

Winston-Salem State University assists low- performing, at-risk, and /or priority P-12 schools and students through collaborations and volunteer activities in the Winston-Salem/Forsyth County Schools. The Winston-Salem Preparatory Academy (WSPA), a small college preparatory school supported by Thurgood Marshall Scholarship Foundation/Bill & Melinda Gates Foundation planning funds, began its fourth year of existence. 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 school began in 2004-2005 with only 9th grade and expanded to grades 7 through 10 in 2005-2006. The school became a full grade 6-12 school in 2007-2008. The first senior class graduated 67 students on June 8th, 2008 with the highest expected college enrollment rate among high school students in Winston-Salem/Forsyth County. The instructors of the Parent, School and Community Relations and the Foundations of Early Childhood Education courses organized a service learning project at Kimberly Park Elementary School. The course students collaborated with public school faculty to present a Curriculum Night for Pre-K parents at Kimberly Park Elementary School on 11/14/2007. Kimberly Park Pre-K teachers (one of whom is a WSSU graduate) provided a PowerPoint presentation for the families. Course students employed strategies for working with culturally and linguistically diverse families and community resources to design a brochure about the value of reading to students and the ways that families can be involved in their children's education at home and at school. Students also provided developmentally appropriate, hands-on literacy activities for the children while parents were involved in the curriculum night. Parent, School, and Community Relations students also organized a service learning project at the Kennedy Learning Center on 4/9/2008 that involved public school students and their parents in math and literacy games, and science experiments to reinforce skills on the North Carolina End-of-Grade (EOG) assessment. Parents had an opportunity to experience the types of questions that their children will find on the EOGs. WSSU faculty members also participated in a Career Fair at Winston-Salem Preparatory Academy and read to students at Philo Middle School. WSSU will provide 126 hours in professional development during 2008-2009 for teachers in Mount Airy City Schools and at Carter G. Woodson Charter School. The professional development will include assessment and

intervention strategies for teaching reading and writing to low-performing students. The professional development will also seek to build teacher dispositions for researching literature and resources for best practices, and encourage life-long professional development.

### **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 NC Mathematics and Science Education Network pre-college program offered by the Center for Mathematics, Science, and Technology Education within the Department of Mathematics, the SciTech Summer Technology Institute and Upward Bound. The NC-MSEN program is a year-round program and provides innovative enrichment activities in science, mathematics, and study skills for under-represented students in grades 6-12. The SciTech Summer Technology Institute, a collaborative effort with the Piedmont Triad Research Park, the Wake Forest School of Health Sciences, and Union Chapel Baptist Church, engages rising eighth graders in a two-week summer program to expose them to careers in science, mathematics, and technology related fields. The Center for Mathematics, Science, and Technology Education provides professional development opportunities for teachers. Seventy-one teachers from 8 area counties participated in five professional development workshops during 2007-2008. Workshops included a Geometry and Measurement workshop for grades 4-8, high school workshops in SITE: Biology and SITE: Geometry, an Introduction to the TI-NSpire Workshop, and a Project Learning Tree workshop for Pre-K-8 teachers. Upward Bound is a federally funded TRIO program that provides grade 9-12 participants with the skills and motivation to complete a secondary education program and enter post-secondary studies. Funding for this program was restored in Spring 2008. The program offers tutoring, counseling and career awareness programs throughout the year and a residential summer 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).**

During the 2007-2008 academic year, Winston-Salem State placed special emphasis on providing services to lateral entry teachers and to recruiting prospective teachers. The Triad Partnership Opportunities program is a collaborative plan with the Winston-Salem Forsyth County Schools to serve 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 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. During 2007-2008 a Teacher Recruitment Coordinator and an administrative assistant were hired to give more focused attention to the details of managing this program, recruiting lateral entry candidates, and providing advisement assistance to lateral entry teachers. The Teacher Recruitment Coordinator recruited program participants in Forsyth and Davidson Counties and provided advisement to candidates to assist in their matriculation in courses in the partner institutions. WSSU also recruited teacher assistants through the Teacher Assistant Initiative with Stokes, Davie, and

Winston-Salem Forsyth County Schools. The initiative provides planning, services, and support for teacher assistants employed by regional school districts to help them fulfill requirements for the North Carolina Standard Professional I license. Teacher assistants were provided training to improve their reading, writing and mathematics skills in order to successfully complete the Praxis I requirement for teacher preparation program entry. In addition teacher assistants received advisement and assistance on transitioning from the AA or AAS degree at Forsyth Technical Community College to the teacher education program at WSSU.

## **Supplemental Information (Optional)**

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

Two days of workshops which included Praxis I preparation were provided for teacher assistants in Stokes County on August 16th and 17th. Plato Learning Training was presented for teacher assistants at various sites during 2007-2008. Pre-admit candidates must master reading, writing, and math skills in order to pass the required Praxis I exams. To aid teacher assistants in developing these skills, TEAP engaged a WSSU instructor to deliver the training at the designated school sites. Plato Learning is a self-paced computer system that provides reading, writing and math skill assessment, tutorials for weak areas, and reassessment of learned or strengthened skills. Plato training was offered in four-hour blocks at the following sites: Pinebrook Elementary – Davie County on January 12th, January 26th and February 23rd, and West Stokes High School on February 2nd. A six-hour Praxis I Reading workshop was given on January 25th for Davie County TAs and WSSU teacher education students to prepare pre-admitted students for the Reading portion of the Praxis I Exam. A six-hour Praxis I mathematics workshop was given on February 2nd for Davie County TAs and WSSU teacher education students to prepare pre-admitted students for Reading portion of the Praxis I Exam.

### **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. 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 Prospecting for Future Teachers Initiative is in organizational stage for planning activities to

direct the interest of high school sophomores, juniors, and seniors in teaching careers. The purpose of these efforts will be to develop activities and relationships that will build interest in a variety of teacher education programs. The success of such activities will help meet future teacher recruitment and retention goals throughout the state. The planning group is composed of representatives from six regional school districts and adjacent community colleges. Other ongoing activities to recruit students into professional education programs leading to licensure include faculty participation in Open House activities and on-campus recruitment efforts intended to increase the number of incoming freshmen into teacher education programs and collaboration with alumni chapters throughout the state to attract and recruit highly prepared candidates to teacher education. WSSU also collaborates with the Regional Alternative Licensing Center and the WS/FC Schools to provide access to course offerings at WSSU through distance-learning, evening and weekend course offerings, and advisement through the newly developed TPO office for potential certification only/lateral entry candidates with the intent of increasing the number of candidates to profession education programs.

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

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 obtaining teacher licensure. TEAP provides effective pre-admission advisement with targeted services to guide pre-admit candidates in appropriate scheduling of coursework, admission testing, and interviewing to facilitate timely admission to teacher education. In addition TEAP provides skill development workshops and diversity seminars designed to enhance the skills and dispositions of pre-admit and admitted teacher candidates. 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. CMSTE and WSSU sponsored the Pre-College Experiences to Recruit Students Into Science Teaching (PERSIST) for 7 ninth grade students during the academic year. PERSIST addresses the low percentage of underrepresented/underserved students who graduate from high school prepared to pursue majors in mathematics or science education and careers in teaching. Students learned teaching skills in workshops, attended the February 2008 NCAE Conference in Raleigh and the Future Teachers Conference at UNC-Charlotte in November 2007 and participated MSEN Pre-College program enrichment sessions.

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

The WSSU teacher education program launched an initiative called "Real Men Teach" on May 1, 2008 to attract more African-American males to careers in education. The primary goal of the program is to enhance the visibility, quantity and quality of male students graduating from Winston-Salem State University in the field of Education. Twenty-eight African-American men from WSSU's faculty and staff, and members of the community, signed a two-year commitment

as volunteers to mentor 14 WSSU male students in this inaugural class, who had expressed an interest in the teaching profession or were declared Education majors. The 14 mentees also signed a similar commitment agreement.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	48
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	3
	Other	0	Other	0
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>51</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>2</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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	2
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>10</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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>9</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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	3	3
Secondary (9-12)	8	7
Special Subject Areas (K-12)	5	4
Exceptional Children (K-12)	2	2
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	3	0
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1120
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	*
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.36
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	2	0	0
Elementary (K-6)	0	17	0	1
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	1	0	0
Special Subject Areas (K-12)	0	4	0	2
Exceptional Children (K-12)	0	2	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	26	0	3
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	9	100
Spec Ed: General Curriculum	2	*
Spec Ed: LD	6	100
Institution Summary	17	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	20	2	1	1	0	0
U Licensure Only	1	0	0	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	3	0	0	0	0	0
U Licensure Only	1	0	1	0	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	28	89	64
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	482
Charlotte-Mecklenburg Schools	144
Guilford County Schools	94
Wake County Schools	65
Durham Public Schools	35
Stokes County Schools	27
Cumberland County Schools	26
Surry County Schools	24
Wayne County Public Schools	20
Davidson County Schools	17
Halifax County Schools	17

**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	3.40	3.56
preparation to effectively manage the classroom.	2.83	3.60	3.67
preparation to use technology to enhance learning.	3.00	3.80	3.56
preparation to address the needs of diverse learners.	3.50	3.40	3.33
preparation to deliver curriculum content through a variety of instructional approaches.	3.17	3.60	3.44
Number of Surveys Received	6	5	9
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>
14	15	18