

IHE Bachelor Performance Report Winston-Salem State University 2008 - 2009

Overview of the Institution

Winston-Salem State University, a constituent institution of the University of North Carolina, is a historically black university that today is a recognized regional institution offering baccalaureate and graduate programs to a diverse student population. The vision of the Winston-Salem State University is 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 the last nine years from 2001 through 2009. 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 in students that allow them to compete and succeed in the changing 21st Century global economy, and as well, address the developmental needs of the region by meeting the increasing demand for new workforce skills. WSSU offers 52 undergraduate programs (47 baccalaureate programs and 5 post-baccalaureate certificate programs) and 10 Master's degree programs. 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 that exemplify the University's motto: “Enter to Learn, Depart to Serve”. 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 over 6000 students of whom about 5900 are undergraduate students and 450 are graduate students. The student population is diverse with an enrollment that is about 81% African American, 14% Caucasian, and 5% 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 flexible curriculum offerings in evening and weekend programs as well as distance learning delivered in online courses and at off-campus distance learning sites.

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 that meet the 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 each department that offers teacher preparation programs. The School of Education and Human Performance houses the Birth-Kindergarten, Elementary, Middle Grades, Physical Education, and Special Education

undergraduate teacher education programs, as well as the master's degree program in Elementary Education and the Master of Arts in Teaching degrees in Middle Grades Mathematics, Middle Grades Science, and Special Education. The College of Arts and Sciences currently 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 in the Middle Grades Education and Special Education program area. The College of Arts and Sciences currently 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 teacher education programs in Art, Spanish, and Social Studies are designated for discontinuation and are not accepting new students. The College of Arts and Sciences also offers a post-baccalaureate certificate in Teaching English as a Second Language (ESL) and a Master's of Arts in Teaching English as a Second Language and Linguistics. 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 (SCDE) 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 |
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| Winston-Salem-Forsyth County LEA (WSFCS) & Forsyth Technical Community College (FTCC) | Triad Partnership Opportunities (TPO)-- 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 | The program as developed by the partnership between WSSU, WSFCS and FTCC is providing advisement and enrollment services to lateral entry teachers seeking to obtain courses for lateral entry certification. While the TPO is a collaboration between WSSU, WSFCS, and FTCC, schools, other LEAs are also represented (Guilford County, Alamance -Burlington, Davie County, Surry, and Durham County). | The first TPO Program (Summer 08) recruited twenty-one (21) lateral entry teachers from WSFCS. Eight (8) have completed the TPO Program. There are currently seventy-two (72) lateral entry teachers being served by the TPO program. Of these, twenty-four students are enrolled for Summer 2009. |

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| | 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 a program coordinator; convenient registration procedures; and administrative support from the TPO. | | |
| Teacher Assistant Initiative: Stokes, Davie, and Winston-Salem Forsyth County LEAs | “Growing Our Own”: The initiative provides planning, services, and support for teacher assistants (TAs) employed by regional LEAs that help them fulfill requirements for the North Carolina Standard Professional I License with the cooperation of LEAs, community colleges, state education consortia, and Winston-Salem State University. | 1) Seminar on transitioning from a teacher assistant to a teacher was held in Stokes County; (2) Coordinated high quality professional development for teacher assistants in Stokes County; (3) Presented Praxis I and Praxis I preparation training for Stokes County; (4) Discussions were held in Davie County to develop plans for enrolling and funding TAs in WSSU teacher licensure programs. | (1) One-hundred (100) Stokes teacher assistants were involved in 2-day professional development workshops; (2) Three (3) Stokes teacher assistants are enrolled in WSSU teacher education programs; (3) One (1) Stokes teacher assistant is taking weekday Praxis I preparation training; (4) Planning meetings were held with the Davie County Superintendent and Assistant Superintendent |
| 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 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 | 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 well as the long-range professional development plans of our partnering public schools, are: 1) Design and implement 126-hour professional development component 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 | Professional development training for 25 teachers (16 at Mount Airy City Schools and 9 at Carter G. Woodson) were conducted summer 2008 for 10 days. This was followed by a 3-day training fall 2008 and another 3-day training in spring 2009. The last training/workshops will be held from June 22nd through June 26th, 2009. Participants will be making presentations on June 26th where they will showcase their end products, integration strategies, impact on K-6 students' literacy skills, and lessons learned. |

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| | 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. | (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. | |
| Davie County Schools, Lexington City Schools, Stokes County Schools Surry County Schools, Winston-Salem/Forsyth County Schools | Partnership Agreements: Formalize opportunities for WSSU and local education agencies (LEAs) to collaboratively work toward the preparation of teachers and administrators based on new 21st century standards. The agreements have five-year terms. | Collaborate to sponsor professional development activities for teachers and staff, support production of new teachers through the WSSU MAT program, engage cross-functional teams to develop new academic programs, and support active recruitment of high school students into teacher education, and collaborate on state and national accreditation processes. | Memoranda of understanding were signed with the LEAs. A survey was conducted to identify professional development needs for 2009-10. A formal agreement was signed for WSSU to become a college partner in the North Carolina Teacher Cadet Program. The goal of the Teacher Cadet program is the recruitment and retention of high school students into college teacher education programs through distribution of information, participation in state conferences, hosting on-campus activities, and developing and supporting faculty participation in high school cadet classes. WSSU faculty and staff participated in a regional meeting of college partners. |
| NC Model Teacher Education Consortium | Assist Kennedy Learning Center efforts to retain students and move them towards graduation | Design intervention programs to assist students with developing reading and study skills that improve their success in school. | NCMTEC submitted a funding proposal which includes a WSSU letter of support. Funds can be used to assist lateral entry teachers attending WSSU. |
| WS/FC Schools (Kennedy Learning Center) | Learning to Learn Project: Assist Design intervention programs for Kennedy Learning Center to assist students with developing reading and study skills that improve their success in school and result in their retention and progress towards graduation. | Design a pilot project to implement strategies for delivering instruction and activities aimed at improving study skills, habits, and dispositions, as well as heightening enthusiasm for learning among selected Kennedy Learning Center students. Kennedy Learning Center is an alternative Middle School that provides instruction, accelerated programs, and other services for students who may have learning difficulties and/or behavior issues. The main outcome of completed phases is expected to | Developed a proposal to help students develop reading and study skills. Submitted a proposal to fund planning phase of proposal. Received letter of support from Kennedy Learning Center principal. |

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| | | <p>be enhanced student confidence and facility for learning, improved grades and assessment results, and replicable strategies to use with larger groups of students at Kennedy Learning Center and in other WS/FC middle grades schools.</p> | |
| <p>Winston-Salem/Forsyth County, Thomasville City, Davidson County, Guilford County, Rockingham County, Randolph County, Stokes County, Surry County</p> | <p>The Center for Mathematics, Science, and Technology Education (CMSTE) provides the North Carolina Mathematics and Science Education Network (NC-MSEN) Pre-College Program (PCP). The PCP is designed to broaden 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. The program serves students in grades 6-12. The NC-MSEN Professional Development component of CMSTE works to increase and strengthen the pool of highly qualified mathematics and science teachers in the state of North Carolina.</p> | <p>NC-MSEN PCP Activities: Twelve (12) Saturday sessions, tutoring sessions, hosted MSEN Day, Co-hosted NC Sanctioned High School Math Contest (WSSU Mathematics Faceoff), CMSTE Professional Development: Six (6) teacher professional development workshops</p> | <p>The NC-MSEN PCP served 129 pre-college students in 12 Saturday sessions that provided academic enrichment in mathematics, science, English and career development. Tutoring was provided 2 days per week during the academic year. CMSTE hosted the statewide annual MSEN Day on April 4, 2009, in which over 700 middle and high school students participated. Students from the WSSU MSEN placed in 4 of the day's competitions. In addition, 30 WSSU MSEN students participated in the 7th Annual NC Opt-Ed Alliance Day held in Greensboro. Two PCP students will participate in summer programs outside of WSSU during summer 2009. The WSSU CMSTE co-hosted the 6th Annual Mathematics Face-off Competition on April 9th. About 120 students from 15 different schools competed in the Algebra II and Comprehensive level competitions. Professional Development: Professional development workshops provided were (a) Mathematics for Elementary Teachers I (Grades 4 & 5)- (22 participants), (b) SITE: Geometry- (6 participants), (c) Introduction to the TI-NSpire Workshop I- (15 participants), (d) Introduction to the TI-NSpire Workshop II- (16 participants), (e) Project Learning Tree: Pre-K-8 -(16 participants); Upcoming 6/22/09 – Earth System Science Institute for Educators-(50 participants registered)</p> |

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| <p>Winston-Salem Forsyth County Schools (WSFCS)</p> | <p>Rites of Passage Program – Purpose: A human development program designed to increase the self-esteem of middle and high school students who have experienced discipline problems in their home school and have been sent to school sites for special intervention.</p> | <p>The program was conducted with students at Griffith Academy (Middle School) and the Community Involvement Program (CIP) site. The mentors were a WSSU Department of Education professor and another professional. The mentors worked with youngsters at Griffith Academy for a period of two months once a week for one hour and for two subsequent months with students at CIP.</p> | <p>The students in the program were largely African American with some Hispanic and Caucasian students included. Based on evaluative observations by site administrators and WSFCS Central Office personnel, the program had a positive impact on participating students. Youngsters improved their behavior, were responsive to program expectations, and demonstrated an overall positive attitude. Some were sent back to their home school because of their progress. Approximately 50 students benefited from this program throughout the spring semester.</p> |
| <p>Winston-Salem Forsyth County Schools</p> | <p>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 and exposure rates, and opportunities presented for study group to exercise. Targeted schools are to have high African-American and Latino enrollments and located in high needs areas.</p> | <p>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. Activities: 1) identify exercise behaviors in African-American and Latino families and adolescents; 2) employ a qualitative approach in a second study to investigate the same factors in African-American and Latino families with younger children.</p> | <p>The first phase of this study is in process and the follow-up study is in the planning stages.</p> |

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| <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 students to experience college life.</p> | <p>The WSSU Liaison for WSPA secured 21 participants for the Fourth Annual Career Fair at the Winston-Salem Preparatory Academy on Friday, April 17th, 2009.</p> | <p>The Career Fair included professionals from Winston-Salem State University, Wake Forest Baptist Hospital, Wake Forest University, the City of Winston-Salem, Sigers Landscaping and Associates. Additional professions included were doctors, lawyers, a chief probation officer, financial officers, marketing and communication personnel, and entrepreneurs. The Career Fair impacted close to 250 students and teachers in grades 6-11.</p> |
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B. Brief Summary of faculty service to the public schools.

The Mathematics Leadership Academy is an enrichment program providing academic support for minority females in grades 6-10 by exposing them to various aspects of mathematics and science in an effort to increase their motivation and achievement in mathematics and science. MLA partnered with the Center for Mathematics, Science and Technology Education at WSSU, and a community service organization, Delta Sigma Theta Sorority, Inc., to provide program activities for 60 pre-college students. The October 2008 – May 2009 program consisted of monthly Saturday academies which exposed participants to content in mathematics, science, and career development in these disciplines. As a culminating activity, participants developed poster presentations on the activities they experienced during the year. Two WSSU professors obtained grants to support the Girls Empowered by Mathematics and Science Programs (GEMS). A grant in the amount of \$27,200 was obtained from the American Honda Foundation. The coordinators also obtained a grant of \$2,150 from the Association of Women in Mathematics to support Sonia Kovalevsky Day activities on February 7, 2009. The funding was used to promote mathematics awareness to MLA and GEMS participants as well as other area high school girls. On this day, professionals from a variety of Science, Technology, Engineering, and Mathematics (STEM) careers, such as medicine, engineering, and computer science, spoke to participants about how mathematics and science are used in their careers. The WSSU Mathematics-Faceoff is an annual mathematics contest which is designed

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. Two faculty members from the Department of Mathematics co-chaired the math contest, which occurred on April 9, 2009. Fifteen high schools were represented with 65 participants in the Comprehensive Level and 55 participants in the Algebra II Math Contests, with a total of 120 participants. Upward Bound is a federally funded TRIO program that provides high school participants with the skills and motivation necessary to complete a program of secondary education and enter a program of post secondary education. The academic year component is comprised of tutoring and career awareness. Tutoring takes place Monday through Thursday. During the academic year, 80 participating students from all public schools in Winston-Salem Forsyth County and Carter G. Woodson Charter School are provided personal counseling and advising on their courses and careers. The Summer Program is the most intense element of the Upward Bound year. For six weeks, students stay on the campus and attend college-level classes. Part of the day is spent integrating a variety of academic subjects with skills such as reading, writing, oration and science. Classes include geometry, foreign languages, SAT Prep and computer literacy. Approximately 80% of all Upward Bound participants have achieved at the proficient level on state assessment in reading/language arts and math for high school.

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 Winston-Salem State University Center for Mathematics, Science, and Technology Education (CMSTE). CMSTE is an arm of the North Carolina Mathematics and Science Education Network. CMSTE provided five professional development workshops during 2008-2009 which served beginning and career teachers and has an additional workshop scheduled for June 22nd. An upcoming workshop on Earth System Science Institute for Educators has 50 participants scheduled to attend. The WSSU Department of Education implemented the Master of Arts in Teaching in spring 2008 for lateral entry teachers in Special Education and in Middle Grades Mathematics and Science. The program enrolled eleven (11) candidates during 2008-2009, of whom several were former NC Teach candidates. The TEAP Center is in the planning stage of organizing semi-annual Beginning Teachers' Forums. These Forums will provide a "safe" environment for new teachers to air concerns and ask questions of WSSU faculty and experienced teachers and administrators from partnership LEAs. In addition, forums will be open to admitted undergraduate teacher education candidates who will learn the theories, concepts, and strategies to which they must pay closer attention in their remaining coursework. Moreover, candidates will get a virtual preview from the perspectives of former peers of what to realistically expect in schools and classrooms at the beginning of their professional lives. The Teacher Education Advisement and Partnership (TEAP) Center of the WSSU School of Education and Human Performance held the Comprehensive Transition Planning Workshops, two days of workshops to cover best practices and legal requirements of the transition component of the Individuals with Disabilities Education Act. Workshops helped participants learn how to guide the IEP team in planning for youths with disabilities in the transition from school to adult life. Part one defined operational transition planning, and part two focused on transitioning from school to adult life through the IEP process. The workshop was the result of collaboration between Winston-Salem/Forsyth County Schools and TEAP.

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

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. There were 11 lateral entry teachers enrolled in the program during 2008-2009. WSSU maintains a collaborative partnership with Winston-Salem/Forsyth County Schools (WSFCS) and Forsyth Technical Community College called the Triad Partnership Opportunities (TPO) which is a collaborative plan for lateral entry teachers. This partnership addresses the shortage of licensed teachers and addresses specific needs of lateral entry teachers through improved availability of core courses needed for licensure; centralization of the locations where courses are offered; reduction of the cost for courses; continuity of instructional paradigms; access to instructors and a program coordinator; convenient registration procedures; and more available administrative support to facilitate enrollment and registration. Through this partnership, courses

totaling fourteen credits are offered at the FTCC site and taught by a combination of faculty from both institutions to a cohort in a prescribed sequence so that all fourteen credits may be completed in three semesters and one summer term. The TPO participated in various school fairs, school faculty and staff meetings, and placed posters and brochures in schools to inform lateral entry teachers of the support available through the TPO. The outreach yielded 72 program participants in 2008-2009. In addition, financial assistance is available from the North Carolina Model Teacher Consortium for lateral entry teachers who attend WSSU. The Department of Human Performance and Sport Sciences administers an online/distance learning teacher certification program in Physical Education. The online program serves about 10 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. In addition to their current offerings, BKE is developing a totally on-line degree program to make access to the program more available for potential students in more rural areas. The Department of Education also offers upper level reading courses for Elementary Education and secondary programs in online format.

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

The Master in Education degree program in Elementary Education is a part-time graduate program for advanced licensure that is designed for experienced teachers. This program is housed in the Department of Education of the School of Education and Human Performance. The program began as an on-campus program in Fall 2000 with an initial enrollment of six candidates. The M.Ed. program has now extended beyond its on-campus program and offers programs at distance learning sites in Alleghany, Davie, and Surry Counties. Many of the courses are now taught through video technology interfaces. Seventy-two (72) candidates were enrolled in the program during 2008-2009. The evaluation data from the program graduates and their principals indicate the positive impact this program has on the careers and the performance of career teachers. In addition, fourteen (14) candidates or graduates have obtained national certification from the National Board for Professional Teaching Standards (NBPTS). Teachers from WSFCS were invited by WSSU to participate in a reading professional development workshop. Twenty (20) teachers participated in a seminar on differentiating reading instruction and received certificates to verify their attendance at the workshop. 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. Workshops topics and their respective participation levels were (1) Mathematics for Elementary Teachers I (Grades 4 & 5) – 22 participants, (2) SITE: Geometry – 6 participants, (3) Introduction to the TI-NSpire Workshop I – 15 participants, (4) Introduction to the TI-NSpire Workshop II – 16 participants, (5) Project Learning Tree: Pre-K-8 – 16 participants. The Teacher Education Advisement and Partnership (TEAP) Center of the WSSU School of Education and Human Performance held the Comprehensive Transition Planning Workshops, two days of workshops to cover best practices and legal requirements of the transition component of the Individuals with Disabilities Education Act. Workshops helped participants learn how to guide the IEP team in planning for youth with disabilities in making the transition from school to adult life.

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. Mathematics and mathematics education majors serve as math tutors at Carver High School. Two WSSU professors are the principal investigators of two federal Title II grants, NC Quest VII and NC Quest VIII, which are designed to assist low-performing schools. The purpose of the grants is to provide staff development to teachers in the Mt. Airy School System's two elementary schools and Carter G. Woodson School of Challenge Charter School in Winston-Salem that will improve the performance of their students. These grants are extensions of the NC Quest VI grant. During 2008-2009, the NC Quest VI grant activities included professional development for 25 Mt. Airy teachers and 9 Carter G. Woodson teachers in summer 2008, followed by two additional 3-day professional training sessions in fall 2008 and spring 2009. WSSU students and the instructor of a Parent, School and Community Relations class organized a Dads' Fair at Bolton Elementary School in the WSFC School system at the request of the school principal to get more fathers and father figures involved in student

learning activities. WSSU students made more than 100 calls to fathers, and designed and distributed flyers to generate attendance at the fair. More than 80 men attended the fair. The men made a commitment to join the PTSA, volunteer in the school, and attend monthly meetings to develop a plan of action to mobilize dads in the schools. The Maya Angelou Institute underwrote the attendance of 30 Petree Elementary School third-graders and their parents to the Winston-Salem Symphony Discovery Concerts for Kids performance of “Peter and the Wolf Meets Alice in Wonderland” in January 2009. The Institute provided each classroom teacher with a Peter and the Wolf book/CD and an Alice in Wonderland book to use in teaching the fairytale portion of the curriculum and to prepare the children for the concert. For many of the students, this was the first time they had seen a live orchestra and live ballet dancers. The Institute, in collaboration with Petree Elementary School and the Winston Lake YMCA, sponsored a Y-Splash program for 25-30 second-grade students to take part in a swimming safety program. Each class had “pool time” four days a week for one week, resulting in a total three week program. The Maya Angelou Institute donated 60 books to the second-grade students about swimming safety, and the joys of swimming. According to the survey of parents and students, the program made the children feel safe in the water, encouraged them to want to take more swimming lessons, and made the parents more confident in their children’s ability play safely during water activities. For the third year, in support of the literacy focus of the Institute, 75 gift bags will be given to Kimberley Park and Petree Elementary pre-K and kindergarten students, to be distributed during their promotion ceremonies. Each bag contained, among other things, a certificate of accomplishment and a book to add to/begin their personal book collection.

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

WSSU seeks to assist NC public schools in producing globally competitive students. In support of this effort, the NC-MSEN Center for Mathematics, Science, and Technology Education strives to increase the pool of minority students who enter mathematics and science disciplines. The pre-college component engages public school students in grades 6 - 12 in learning activities that provide enrichment in skills necessary for post-secondary matriculation, and provide career exploration activities that promote a desire for higher education. Upward Bound, a federally funded TRIO program, provides experiences to high school students that build skills and motivation to complete a program of secondary education and enroll in a post secondary institution. The academic year component is comprised of tutoring and career awareness. Participants receive personal counseling and advising concerning their courses and careers. The Upward Bound Summer Program is a residential program that lasts six weeks and integrates academic subjects with skills such as reading, writing, oration and science. Classes include geometry, foreign languages, SAT Prep and computer literacy. The “Girl Talk” project was sponsored during the 2008-2009 academic year to interest elementary girls in attending college. Through this program, girls from Bolton Elementary School visited the WSSU campus for campus tours and presentations by college officials concerning career opportunities and college education. WSSU develops 21st Century professionals through its initial licensure program, which offers various undergraduate teacher education programs, and the Master of Arts in Teaching program in the high needs areas of Middle Grades mathematics and science, and Special Education. The undergraduate programs focus on producing candidates who can plan instruction to help all students learn and who can integrate technology in their instruction. The advanced licensure program in the Master of Education in Elementary Education, the post-baccalaureate certificate in English as a Second Language, and the Master of Arts in English as a Second Language and Linguistics develop career teachers so that they may be more knowledgeable and skilled in pedagogical methods, and as well more effectively meet the challenges of addressing the learning needs of the growing Latino population of North Carolina. A professor in the Department of Education and another university professor mentor in the Rites of Passage programs at two area schools. This program seeks to increase the self-esteem of middle and high school students who have experienced discipline problems in their home school and who have been sent to Griffith Academy (Middle School) or the Community Involvement Program (CIP) for special intervention. The mentors worked with youngsters at Griffith Academy for a period of two months once a week for one hour and for two subsequent months with students at CIP. The students in this program were largely African American, with some Hispanic, and Caucasian students. Evaluative observations by site administrators and WSFCS Central Office personnel indicate that students improved their behavior, were responsive to program expectations, and demonstrated an overall positive attitude. Some were sent back to their home school because of their progress. Approximately 50 students benefited from this 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).

Revising of programs to meet the new North Carolina Professional Teaching Standards was a major emphasis for all teacher education programs during 2008-2009. Programs looked keenly at evidences of the current state of candidate proficiencies at various stages throughout their programs and evaluated candidate performance to identify modifications needed to candidate preparation programs. The evaluations included program-based teams, cross-discipline teams, and school partners. The school partners included both school principals and teachers, who were able to highlight areas for improvement based upon observation of graduates entering the profession. As a result of these evaluations, the programs have designed encompassing changes in both program courses and the core education curriculum to ensure that graduates of the teacher education programs at WSSU engage in practice that meets the requirements of the NCPT Standards. Winston-Salem State also placed special emphasis in 2008-2009 on identifying opportunities for improvement of candidate proficiencies and implementing strategies to positively affect those proficiencies. Particular emphasis was placed on identifying candidate deficiencies in content knowledge, skills, and dispositions. The Teacher Education Advisement and Partnership Center (TEAP) conducted pre- and post-assessments of students' Praxis I skills to determine areas for further study or test readiness preparation. TEAP also presented student workshops and developed online activities for pre-professional skills in reading, writing, and math; referred students to University College for basic skills tutoring and practice as well as co-sponsored, with the Mathematics Department, workshops for pre-service teachers. TEAP also initiated the Praxis I and Praxis II Action Planning Process (Project PASS) which engages pre-professional and professional candidates in identifying gaps in content knowledge and skills and creating personal development plans to address those gaps. Establishment of personal development plans prompts students to be more self-directed in ensuring they have acquired the proficiencies required to pass Praxis I, Praxis II, and as well ensure they will be proficient new teachers. TEAP also collaborated with appropriate faculty regarding embedding concepts and information covered in Praxis II assessments in program courses. Information will be gathered from faculty to develop online practice sessions as well as face-to-face simulations for undergraduate, lateral entry and other licensure-only candidates. In addition, candidate dispositions were addressed through establishment of a disposition referral system that allows faculty to refer candidates for advisement regarding resources for development in areas in which their dispositions do not reflect the unit's conceptual framework or that could impede their admission to or continuation in the teacher education program. This focus will continue into 2009-2010 with the development and presentation of disposition and diversity seminars focusing on strategies and concepts that will help teachers endow students with skills that will be useful and competitive in global arenas.

Supplemental Information (Optional)

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

The Teacher Education Advisement and Partnership Center (TEAP) provides, ongoing Praxis I and Praxis II Elementary Education preparation workshops for candidates and prospective lateral entry teachers seeking licensure. The Lateral Entry teachers attend Praxis II workshops at WSSU to assist them in passing their licensure examination. The TEAP-Center (Teacher Education Advisement and Partnership) disseminates information about these services in a timely manner. TEAP initiated the Praxis I and Praxis II Action Planning Process, which assists teacher education majors in developing a personal development action plan for passing Praxis I and Praxis II. This planning encourages students to identify their developmental needs and then to participate in activities that address those needs. TEAP also presented student workshops and developed online activities for pre-professional skills in reading, writing, and math; referred students to University College for basic skills tutoring and practice; co-sponsored, with the Math Department, workshops for pre-service teachers; and conducted pre and post assessments of Praxis I skills to determine needs for further study or test readiness. In addition, TEAP collaborated with appropriate faculty regarding embedding in program courses the various concepts and information covered in Praxis II assessments. Information will be gathered from faculty to eventually develop online practice sessions as well as face-to-face simulations for undergraduate, lateral entry and other licensure-only candidates. A mathematics professor received a Title III Grant for Pre-Service Teacher Math Workshops in the amount of \$101,320. The grant provides funding for monthly math workshops to further develop WSSU pre-service teacher's mathematics content knowledge in order to better prepare them for the mathematics section of the Praxis I test. The grant also provides funding for tutoring twice a week for all pre-service teachers at WSSU.

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

WSSU has three articulation agreements with Forsyth Technical Community College and three articulation agreements with Surry Community College. The agreements promote transfer for students in Associate of Applied Science education programs who want to obtain bachelor's degrees in Special Education, Elementary Education, and Birth through Kindergarten Education. In addition, WSSU has an articulation agreement with the entire North Carolina Community College System allowing students with the Associate's Degree in Early Childhood Education to transfer into the WSSU Bachelor of Science in Birth-Kindergarten Education. WSSU sponsors 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 program coordinators, and facilitate convenient registration procedures. Winston-Salem State University signed a formal agreement to become a college partner in the NC Teacher Cadet Program. WSSU plans to recruit students into high needs teacher education programs such as mathematics education and special education through this partnership. Four professors from the Department of Mathematics shared information with students at Northwest Guilford High School on February 25, 2009 regarding the programs offered in the Department of Mathematics in an effort to recruit majors. WSSU also seeks to recruit students into professional education programs leading to licensure through include faculty participation in Open House activities and on-campus recruitment efforts intended to increase the number of incoming freshmen into teacher education programs. Additional related activities include collaboration with alumni chapters throughout the state to attract and recruit highly prepared candidates to teacher education, and sponsorship of an annual Teacher's Fair, which gives interested individuals the opportunity to speak with teacher recruiters from across the United States. WSSU also collaborates with the Regional Alternative Licensing Center and the WSFC Schools to provide access for potential licensure-only/lateral entry candidates to course offerings at WSSU through distance-learning, evening and weekend course offerings, and to advisement through the Triad Partnership Opportunities office ; these activities are offered with the intent of increasing the number of candidates to professional education programs. WSSU has a full-time recruiter who participates in recruitment fairs, open house events, visits to the local school sites, brief presentations at school sites faculty meetings, and dissemination of program information. Program brochures and other marketing information are disseminated to attract candidates to the Master of Arts in Teaching and licensure-only programs. The LEAs also inform all LE teachers of teacher education program via U.S. mail, email, and telephone calls. The recruitment is a year-round on-going process.

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 LEAs. The WSSU teacher education program launched the Real Men Teach program in May 1, 2008 to attract more males into 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. The program provides mentor support for participants and engages them in service activities on the WSSU campus and in the community. Their activities included tutoring at area schools, specifically at Petree Elementary School, a priority school in the Winston-Salem/Forsyth County School System, reading to children in area elementary schools, and helping to sponsor and chaperone community events. The RMT program was recently selected to receive the Humanitarian Award in Education from the Scott Cares Foundation during an awards ceremony

June 6 at the Hawthorne Inn. The program currently has twenty six protégés and forty-eight mentors. The Triad Partnership Opportunities, a collaboration between WSSU, Winston Salem/Forsyth County Schools, and Forsyth Technical Community College, supports lateral entry teachers in obtaining the Professional 1 teacher license through increased availability of course offerings, reduced cost, and increased administrative assistance. Of the 72 current program participants, sixty percent are minorities. The NC-MSEN (NC Mathematics and Science Education Network) and WSSU sponsored the Pre-College Experiences to Recruit Students Into Science Teaching (PERSIST) for 7 tenth 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 participated in Saturday workshops sponsored by NC-MSEN and participated in the NC-MSEN Leadership Retreat in Columbia, NC.

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

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|------------------|--------------------------------|-----------|--------------------------------|-----------|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 5 | Black, Not Hispanic Origin | 49 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 6 | White, Not Hispanic Origin | 6 |
| | Other | 0 | Other | 2 |
| | Total | 11 | Total | 57 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 2 | Black, Not Hispanic Origin | 5 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 3 | Total | 5 |
| Part Time | | | | |
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 4 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 5 |
| | Other | 0 | Other | 2 |
| | Total | 1 | Total | 11 |
| 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 | 5 |

| | | | | |
|--|----------------------------|----------|----------------------------|----------|
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 3 |
| | Other | 0 | Other | 0 |
| | Total | 2 | Total | 8 |

B. Lateral Entry/Provisionally Licensed Teachers

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

| Program Area | Number of Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|--|---|
| Prekindergarten (B-K) | 0 | 0 |
| Elementary (K-6) | 1 | 1 |
| Middle Grades (6-9) | 14 | 9 |
| Secondary (9-12) | 20 | 14 |
| Special Subject Areas (K-12) | 12 | 6 |
| Exceptional Children (K-12) | 4 | 2 |
| Vocational Education (7-12) | 6 | 2 |
| Special Service Personnel (K-12) | 0 | 0 |
| Other | 2 | 2 |
| Total | 59 | 36 |
| Comment or Explanation | | |

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

| | Baccalaureate |
|------------------------|---------------|
| MEAN SAT Total | 1142 |
| MEAN SAT-Math | * |
| MEAN SAT-Verbal | * |
| MEAN ACT Composite | NA |
| MEAN ACT-Math | * |
| MEAN ACT-English | NA |
| MEAN PPST-R | 176 |
| MEAN PPST-W | 175 |
| MEAN PPST-M | 177 |
| MEAN CBT-R | NA |
| MEAN CBT-W | NA |
| MEAN CBT-M | NA |
| MEAN GPA | 3.32 |
| Comment or Explanation | |

D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | |
|--|----------------------|----|------------------------------|----|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | 0 | 11 | 0 | 0 |
| Elementary (K-6) | 0 | 18 | 0 | 3 |
| Middle Grades (6-9) | 0 | 2 | 0 | 1 |
| Secondary (9-12) | 0 | 4 | 0 | 0 |
| Special Subject Areas (K-12) | 0 | 1 | 0 | 0 |
| Exceptional Children (K-12) | 0 | 3 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 |
| Total | 0 | 39 | 0 | 4 |
| Comment or Explanation | | | | |
| | | | | |

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

| Specialty Area/Professional Knowledge | 2007 - 2008 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| | Number Taking Test | Percent Passing |
| . | | N/A |
| Art | . | N/A |
| Elementary Education | 16 | 88 |
| Music | . | N/A |
| Physical Ed | . | N/A |
| Social Studies (9-12) | . | N/A |
| Spec Ed: General Curriculum | 2 | * |
| Spec Ed: LD | 1 | * |
| Institution Summary | 19 | 89 |
| * 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.

| Full Time | | | | | | |
|------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 25 | 6 | 1 | 0 | 0 | 0 |
| U Licensure Only | 1 | 0 | 0 | 1 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 6 | 1 | 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.

| 2007-2008 | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------------------|-------------------------|-------------------------|
| Institution | 32 | 94 | 63 |
| State | 4186 | 93 | 62 |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

| LEA | Number of Teachers |
|-------------------------------|---------------------------|
| Forsyth County Schools | 467 |
| Charlotte-Mecklenburg Schools | 152 |
| Guilford County Schools | 104 |
| Wake County Schools | 66 |
| Durham Public Schools | 35 |
| Stokes County Schools | 27 |
| Cumberland County Schools | 25 |
| Surry County Schools | 24 |
| Davidson County Schools | 21 |
| Wayne County Public Schools | 19 |

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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

III. Teacher Education Faculty

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|--|--|---|
| 19 | 5 | 17 |