

IHE Bachelor Performance Report

Winston-Salem State University

2009 - 2010

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 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. During 2009-2010, the university provided 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. The programs in these units developed skills and values in students that allow them to compete and succeed in the changing 21st Century global economy, and address the developmental needs of the region by meeting the increasing demand for new workforce skills. WSSU offers 53 degree programs (43 baccalaureate and 10 master's degree programs), and five certificate programs (three (3) post-baccalaureate and two (2) post-master's certificate 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 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. In Fall 2009 WSSU enrolled 6427 students of whom 5900 were undergraduate and 467 were graduate. The student population is diverse with an enrollment that is about 78% African American, 15% Caucasian, and 7% other ethnicities. 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 serves 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 teacher education program operates under the auspices of the School of Education and Human Performance and in conjunction with the College of Arts and Sciences. The Department of Education, the Department of Human Performance and Sport Sciences, and associated departments in the College of Arts and Sciences offer 16 teacher education programs. Their mission 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 a teacher preparation program. 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, Middle Grades English/Language Arts, and Special Education. The College of Arts and Sciences currently houses baccalaureate teacher education programs in Music, English, Mathematics, and Social Studies. It also hosts the master's degree program in Teaching English as a Second Language and Applied Linguistics, 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 retain students in teacher education programs, advises 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.

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 Applied 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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Parkland High School, Winston-Salem, NC	A need was identified to improve reading and writing instruction to low performing students at Parkland High School. Parkland is a Priority School which performs below district and state levels on the English I EOC. The integration of additional technology resources in reading and writing instruction can aid in improving student performance on the EOC test. The program supports the NC goal of globally competitive students.	The program titled, "Use and Integration of Technology to Enhance Reading and Writing – Using Clicker 5 and Inspiration Software," provided training on integrating the Clicker 5 and Inspiration software into delivery of reading and writing instruction to teachers at the partner school.	The activities of this program occurred over two academic years. The dates were as follows: October 26, 2009 (2 hours); November 2, 2009 (1 hour)	Approximately 45 students, 3 teachers and a building technology coordinator were served.	Training was provided at Parkland High School, Winston-Salem, NC by the WSSU Director of Technology to the Building Technology Coordinator, three teachers, and high school students in the classrooms of the three teachers.
Mount Airy City Schools and	Improvement in the ability of elementary	NC QUEST Grant: Improving the	The activities occurred on one	The program served eighteen (18)	The professional development provided

<p>Carter G. Woodson School of Challenge</p>	<p>school teachers to support literacy development of low-performing and English as a Second Language learners was identified as a need by the program partners. Both partner schools have students who consistently perform poorly in reading and writing. However teachers lack the requisite pedagogical skills to improve literacy skills of a very diverse population of students. Professional development can enhance teacher literacy instruction skills. The grant activity supports the NC goal of public schools being led by 21st Century Professionals.</p>	<p>Performance of Elementary Teachers in Facilitating the Literacy Development of Low-Performing and ESL Students in High-Need Schools</p>	<p>(1) week during summer 2009, two (2) days during fall 2009, and two (2) days during spring 2010.</p>	<p>teachers from Mount Airy City Schools and 14 teachers from Carter G. Woodson School of Challenge.</p>	<p>during 2008 aided improvement in students' reading and writing skills which helped Carter G. Woodson, a Priority School, to meet expected growth on the ABCs tests in 2009. Continued improvement is expected on the 2010 ABCs tests.</p>
<p>Mount Airy City Schools, Carter G. Woodson School of Challenge, Davie County</p>	<p>The LEAs included in the grant have schools that were identified as priority schools. Many teachers in these</p>		<p>The activities for this program occurred on one (1) week during summer 2009,</p>	<p>Twenty (20) teachers in the Mount Airy City Schools and to twenty-five teachers at the Carter G.</p>	<p>Several teachers from Davie County Schools are enrolled in the Master of Education in Elementary Education</p>

Schools, and Winston-Salem/Forsyth County Schools	schools lack the pedagogical skills needed to effectively address the instructional needs of low-performing students. Pursuing advanced licensure and/or participating in ongoing professional development will support teachers' acquisition of the requisite skills for improving instruction. The grant supports the NC goal of public schools being led by 21st Century Professionals.		two (2) days during fall 2009, and 2 days during spring 2010.	Woodson School of Challenge received program services.	program at WSSU. Several lateral entry teachers have also enrolled in the Master of Arts in Education programs at WSSU.
Winston-Salem/Forsyth County Schools	The goal of this program was to provide high quality professional development which supports development of 21st Century Professionals for NC schools.	The Teacher Education Advisement and Partnership Center collaborated with the special education faculty to present a day-long workshop on Special Education Transition Training.	The professional development occurred on August 18, 2009.	Seventy-five teachers of exceptional children received training.	The teachers received training on managing transition of exceptional children from school to employment.
Winston-Salem/Forsyth County LEA	Triad Partnership Opportunities (TPO): A Collaborative Plan for	The program, as developed by the partnership between	The TPO provided ongoing full-	The TPO served 15 lateral entry candidates during the	June 2010 will mark the end of our TPO partnership program

<p>(WSFCS) & Forsyth Technical Community College (FTCC)</p>	<p>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 a program coordinator; convenient registration procedures; and administrative support from the TPO.</p>	<p>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 in other LEAs are also represented (Guilford County, Alamance -Burlington, Davie County, Surry, and Durham County).</p>	<p>time service to lateral entry teachers through June 2010.</p>	<p>2009-2010 academic year.</p>	<p>with the local school district. Changes in licensure requirements for lateral-entry candidates and the supply/demand of teachers have contributed to a lower number of participants.</p>
<p>Stokes and Winston-Salem Forsyth County</p>	<p>The goal addressed by the Teacher Assistant Initiative is the</p>	<p>Teacher Assistant Initiative - “Growing Our Own”: The</p>	<p>A professional development activity was</p>	<p>One hundred (100) teacher assistants from Stokes County</p>	<p>One-hundred (100) Stokes teacher assistants were involved in day-</p>

LEAs	development of potential teacher candidates to close the deficit of teachers in North Carolina.	initiative provides planning, services, and support for teacher assistants (TAs) employed by regional LEAs to aid in their fulfilling requirements for the North Carolina Standard Professional I License with the cooperation of LEAs, community colleges, state education consortia, and Winston-Salem State University.	conducted on August 24, 2009 and ongoing support was provided for teacher assistants in teacher preparation programs at WSSU.	were impacted by the program in 2009-2010.	long “Let’s Get Moving” professional development workshops; (2) One Stokes teacher assistant graduated from the Elementary Education program and applied for teaching licensure.
Davie County Schools, Lexington City Schools, Stokes County Schools, Surry County Schools, Winston-Salem/ Forsyth County Schools	Partnership Agreements: Ongoing formal 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 and are to provide the following service: (1) collaborate to sponsor professional development activities for students, teachers and staff, (2) support production of new teachers through the WSSU MAT program, (3) engage cross-functional teams to develop new academic programs, and support active recruitment of	The project has ongoing activities through the 2009-2010 academic year.	The total count of students participating in the conference is unavailable. Two WSSU faculty members participated in the regional Teacher Cadet conference as workshop presenters.	As an ongoing college partner in the North Carolina Teacher Cadet Program, WSSU assisted in the coordination and presentation of the first regional conference for teacher cadet students. The goal of the Teacher Cadet program is the recruitment and retention of high school students into college teacher education programs through distribution of

		high school students into teacher education, and collaborate on state and national accreditation processes.			information, participation in state conferences, hosting on-campus activities, and developing and supporting faculty participation in high school cadet classes.
WS/FC Schools (Kennedy Learning Center)	Responsibly Engaged in Active Learning (REAL), formerly titled Learning to Learn: 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.	This is a continuation of 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 the completed phases is	Activities for the REAL Project occurred from January through June of 2010.	Fourteen (14) grade 6 through 8 Kennedy Learning Center students received instruction provided by five (5) WSSU faculty members.	Fourteen (14) students received instruction in “soft skills” in effective oral communication as well as reading and study skills. Students compiled the skill information in notebooks for easy reference in preparation for their EOG tests. The Teacher Education Advisement and Partnership Center received support for a 2nd year of funding to plan and implement a parent involvement and education phase of project. The principal of the Kennedy Learning Center submitted a letter to support the funding request.

		<p>expected to 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>Kimberley Park and Petree Elementary Schools</p>	<p>The goal of this continuing program is to increase literacy for pre-K -3rd grade students who attend a low-performing school. This program supports the NC goal of globally competitive students.</p>	<p>The Maya Angelou Institute provided gift bags with a book, bookmark and certificate of appreciation to all pre-K students promoted to Kindergarten.</p>	<p>June 2010 (3rd year)</p>	<p>Forty-five (45) students at Kimberley Park Elementary and 15 students at Petree Elementary received gift bags.</p>	<p>A total of 60 students have books of their own to read outside of school over the summer to encourage maintenance of their literacy development.</p>
<p>Kimberley Park and Petree Elementary Schools</p>	<p>The goal of this continuing program is to enhance music, dance and art appreciation among 3rd and 4th grade students at the identified low performing schools. This program supports the NC goal of globally competitive students.</p>	<p>The Maya Angelou Institute underwrote attendance at two concerts for 3rd and 4th grade students and their parents.</p>	<p>January-March 2010 (2nd year)</p>	<p>Twenty (20) students from Kimberley Park Elementary and forty (40) students from Petree Elementary attended the concerts.</p>	<p>A total of 60 students and their parents were exposed to a live symphony, professional dancers, and artists, many for the first time.</p>

<p>Winston-Salem Forsyth County Schools</p>	<p>Students involved in special intervention programs outside of their home schools have been found to lack positive self-esteem. This program seeks to improve self-esteem among program participants.</p>	<p>Rites of Passage is 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. The program was conducted at the Community Involvement Program (CIP) site in Winston-Salem.</p>	<p>The time commitment is for 1 hour every Wednesday for January through May of 2010.</p>	<p>The mentors were a WSSU Department of Education professor and another professional from the community. Approximately 40 students benefited from this program throughout the spring semester.</p>	<p>The students in the program were largely African American, Hispanic and a few Caucasian students. Based on evaluative observations by site administrators and WS/FCS 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.</p>
<p>Winston-Salem/Forsyth, Thomasville, Davidson, Guilford, Rockingham, Randolph, Stokes, Surry, Wake, Davie Schools</p>	<p>The Center for Mathematics, Science, and Technology Education is a member of the NC Mathematics and Science and Education Network. The NC-MSEN Pre-College Program at CMSTE is designed to broaden the pool of students who graduate</p>	<p>The CMSTE Pre-college Program provides academic enrichment for middle and high school students. Activities include eight (8) Saturday Academy sessions, 1 day a week tutoring, and participation in the NC-OPT Ed Alliance Day,</p>	<p>CMSTE events are ongoing through-out the academic year and summer.</p>	<p>The CMSTE Pre-College Program served 120 students in grades 6 through 12. The Professional Development component served 208 teachers. Approximately 120 high school students participated in the Annual Mathematics</p>	<p>NC-MSEN students were given academic enrichment in math, science, career development, and English throughout the school year in the Saturday Academy. They were also given tutoring 1 day a week. Thirty (30) NC-MSEN pre-college students</p>

	<p>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 NC-MSEN Professional Development component works to increase and strengthen the pool of highly qualified mathematics and science teachers in the state of North Carolina.</p>	<p>The Professional Development component held 4 teacher professional development workshops and will host 2 additional workshops in June 2010. CMSTE also co-hosted the NC sanctioned Annual Mathematics Faceoff.</p>		<p>Faceoff Contest.</p>	<p>attended the 8th Annual NC-OPT Ed Alliance Day event in Greensboro, NC. The WSSU CMSTE co-hosted the 7th Annual Mathematics Faceoff (High School Mathematics Contest) on April 8, 2010. There were a total of 120 student participants in the Algebra II and Comprehensive Levels. The students were representatives of 15 different schools. Four (4) of the NC-MSEN pre-college program students will attend 2010 summer programs outside of WSSU. Professional development activities for teachers included the following: (1) SITE: Geometry Middle and High School (July 13-17, 2009)- 22 participants, (2)PLANETS held for K-3 teachers (February 3, 2010)- 21</p>
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					<p>participants,</p> <p>(3)Teachers Teaching with Technology (March 19-20, 2010)- 149 participants,</p> <p>(4)Mathematics to Maximize EOG Performance: Geometry & Measurement, Probability, Data Analysis Grades 5-8 (held June 21-23, 2010)- 16 participants,</p> <p>(5)Introduction to the TI-84 Calculator for Geometry Grades 6-12 Upcoming June 24-25, 2010), and</p> <p>6)Introduction to the TI-Nspire Calculator Grades 6-12 (Upcoming June 30- July 1, 2010.)</p>
Petree Elementary School	The goal of this program is to promote the health and safety of school children by helping to prevent drowning of young African-American and Latino students.	The Maya Angelou Institute and Petree Elementary collaborated with Winston Lake YMCA to provide a Y-Splash Program for all 2nd grade students at Petree.	February –April 2010 (2nd year)	Twenty-five (25) students participated in the Y-Splash program.	Students learned basic water safety skills during a week of daily lessons.
Winston-Salem	The goal of Upward	Upward Bound is a	The program	Eighty (80) high	Upward Bound provides

<p>Forsyth County and Carter G. Woodson School of Challenge</p>	<p>Bound is to prepare low-income, potential first-generation college students for post secondary education.</p>	<p>federally-Funded TRIO Program granted through the U.S. Department of Education. The program provides activities that support the preparation of low-income secondary students for pursuit of a college degree providing counseling, stimulating learning activities, and exposure to college environments.</p>	<p>will function from December 1, 2009 through November 30, 2010.</p>	<p>school students are participating in the program.</p>	<p>counseling and tutoring in various educational, cultural and recreational activities in a stimulating learning environment. Students tour four colleges during the academic year. The graduates take six credit hours during the summer which are transferred to the college of the student's choice. Tuition, books and meals are paid for by the Upward Bound Program. Eighty percent (80%) of seniors enter a program of post secondary education.</p>
<p>Kennedy Learning Center</p>	<p>The goal of this activity was to support the School Improvement Plan of Kennedy Learning Center.</p>	<p>Six members of the TEAP Center staff volunteer to proctor for KLC's End of Grade, End of Course, and make up tests</p>	<p>Proctoring was conducted on June 1, 2, and 9, 2010.</p>	<p>Not available</p>	<p>TEAP Center staff received training and provided more than 24 hours of proctoring services.</p>
<p>Hall-Woodward Elementary School</p>	<p>The goals of this program were (1) to develop teacher candidates as leaders in the profession who support parent</p>	<p>The instructor and students of EDU/SPE 3322 met with the principal and assistant principal of Hall-Woodward to identify</p>	<p>The program activities occurred during March 2010 through May 2010.</p>	<p>Twenty-two students from WSSU participated in activities at the school with parents, teachers, and</p>	<p>Four WSSU students attended the School Improvement Team meeting to observe parent involvement and its impact on the total</p>

	involvement, (2) to provide service to the school by participating in a parent involvement activity, and (3) to assist in improving student performance on EOGs.	ways to support parent involvement in the school and student performance as a service learning project. Tutoring, school beautification, and attendance at a School Improvement Team meeting were identified as activities that would support the program goals.		students.	school program. Eleven WSSU students participated in beautifying the school grounds on Beautification Day. Seven of the students tutored P-5 students for one hour each tutoring session.
Kennedy Learning Center	This project supported the following NC goals: (1) NC school students will be healthy and responsible and (2) Leadership will guide innovation in NC public schools.	WSSU students conducted a service learning project which included providing information to parents about making healthy food choices, informing parents of strategies that can help their children be successful in school, and guiding the grade 6 through 8 students in conducting conferences with their parents and teachers.	This project was conducted during April 2010.	Fifteen (15) WSSU students participated with over 50 parents and grade 6 through 8 students to conduct student led conferences and provide healthy food choice information.	The WSSU students contacted parents and invited them to conferences that were led by the Kennedy Learning Center (KLC) students. The KLC students presented their work to their parents and discussed their educational goals and progress towards those goals. Parents obtained information about selecting and presenting healthy foods.
Mineral Springs Middle School	The goal of this professional development activity	A professional development workshop on differentiation,	The workshop was conducted in August of 2009.	Fifty (50) teachers participated in the workshop.	Teachers learned best practices for inclusion, differentiated

	was to support the development of 21st Century professionals for North Carolina public schools.	inclusion, and co-teaching was conducted for the entire staff at Mineral Springs Middle School.			instruction, and co-teaching options in a 3-hour professional development workshop.
Easton Elementary School	The project goals were (1) to increase parent involvement at Easton and (2) provide service learning experiences for teacher education candidates that result in leadership that involves the community and parents in guiding decisions about schools.	Teacher education candidates conducted a service learning project at Easton Elementary School to increase parent involvement at the school.	December 2009	One hundred fifty (150) Easton parents, teachers, and students participated in the fair which was coordinated by twenty (20) WSSU teacher education candidates.	Candidates organized a fair with hands-on activities for children and parents. Refreshments were provided.

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

Faculty supported the success of P-12 students and the professional development of P-12 teachers through a variety of cooperative and individual activities. The WSSU Director of Technology continued provision of professional development on integrating Clicker 5 technology and Inspiration software for teachers at Parkland High School. An NC Quest grant supported teacher workshops on facilitating literacy development of ESL and low performing students for 18 teachers from the Mount Airy City Schools and the Carter G. Woodson School of Challenge. A team of five WSSU faculty provided the professional development activities for this grant activity. A special education professor conducted a workshop for 50 teachers at Mineral Springs Middle School on differentiation, inclusion, and co-teaching. The “Growing Our Own” Teacher Assistant Initiative sought to recruit teacher assistants in the Stokes and WS/FC Schools into teacher preparation programs and to provide services to facilitate their enrollment at WSSU. The Teacher Education Advisement and Partnership Center (TEAP) and a special education professor collaborated to present a workshop on special education transition to employment for 75 teachers of exceptional children in the WS/FC Schools. The Responsibly Engaged in Active Learning (REAL) Project is a collaborative project which assists students at Kennedy Learning Center with improving their reading and study skills so that they may achieve greater success in their progress towards graduation. The REAL Project served 14 students in spring 2010. A WSSU professor provided mentoring services in the “Rites of Passage” program at the Community Involvement Program site in Winston-Salem. The program seeks to develop self-esteem in middle and high school students who are receiving intervention services for discipline problems at their home schools. The Maya Angelou Institute provided summer reading materials to support literacy development of 60 students from Kimberley Park and Petree Elementary schools. The Institute also underwrote attendance at two concerts for 60 students from these schools to enhance their appreciation of music and dance. Six staff members from the TEAP Center and a faculty member proctored for EOG and EOC testing at Kennedy Learning Center. A special education faculty member read poetry and stories to 95 students at Caleb’s Creek Elementary School during Black History Month and proctored a test for three students with disabilities at Winston-Salem Preparatory Academy. An Elementary Education faculty member served as the principal of the KidJams Summer Enrichment Camp at Union Baptist Church for P – 8th grade students from June 13-August 15, 2009.

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

The Winston-Salem State University Center for Mathematics, Science, and Technology Education (CMSTE), an arm of the North Carolina Mathematics and Science Education Network, provides professional development to teachers to increase and strengthen the pool of highly qualified mathematics and science teachers in North Carolina. CMSTE has provided 4 professional development workshops during 2009-2010 and will provide 2 additional workshops during summer 2010. The completed workshops are “SITE: Geometry for Middle and High School” held July 13-17, 2009 with 22 participants, “PLANETS” held on February 3, 2010 for 21 K-3 teachers, “Teachers Teaching with Technology” presented on March 19-20, 2010 for 149 participants, and “Mathematics to Maximize EOG Performance: Geometry and Measurement” held on June 21-23, 2010 which served 16 teachers. Two additional workshops, titled “Introduction to the TI-84 Calculator for Geometry Grades 6-12” and “Introduction to the TI-Nspire Calculator

Grades 6-12,” are scheduled for late June. The WSSU Director of Technology provided follow-up instruction to 3 teachers and the technology coordinator at Parkland High School on using Clicker 5 and Inspiration Software in reading and writing instruction. WSSU faculty, participating in the NC Quest grant to improve the ability of elementary school teachers to facilitate literacy development of low-performing and ESL students, conducted 4 days of professional development for teachers in the Mount Airy City Schools and the Carter G. Woodson School of Challenge. WSSU also provided professional development and enrollment facilitation services for teachers pursuing the Standard Professional I license through the Master of Arts in Teaching program at WSSU which has programs in Special Education, Middle Grades Mathematics, and Middle Grades Science. Beginning teachers in the WS/FC Schools also participated in a 1-day workshop on Special Education employment transition training presented on August 18, 2009. Beginning teachers also learned best practices for inclusion, differentiated instruction, and co-teaching in a 3-hour workshop presented at Mineral Springs Middle School.

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

The Master of Arts in Teaching allows lateral entry teachers to obtain a master’s degree as they complete requirements for teacher licensure. The MAT has two phases: Phase I focuses on preparing candidates to meet the requirements for Standard Professional I licensure; and 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 31 lateral entry teachers enrolled in the program during 2009-2010. The NC QUEST Cycle VII grant helps to fund recruitment and professional development activities for lateral entry teachers in pursuit of the Professional I license. Additional support is provided by collaborative partnerships with regional LEAs which encourage participation of their lateral entry teachers in the professional development and degree program options offered by WSSU. The Triad Partnership Opportunities (TPO), a collaborative partnership maintained by WSSU with WS/FCS and Forsyth Technical Community College, 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. Fifteen lateral entry teachers who received services from the TPO were enrolled in courses at WSSU during 2009-2010. The Department of Human Performance and Sport Sciences administers an online/distance learning teacher certification program in Physical Education. The online program served 5 lateral entry teachers during the academic year. 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

has a totally on-line degree program to make access to the program more available for potential students in more rural areas.

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

The Master in Education degree program in Elementary Education is an advanced licensure, graduate program designed for career teachers. This program, which is housed in the Department of Education of the School of Education and Human Performance, enrolled 59 candidates during 2009-2010. The M.Ed. program includes an on-campus program and programs at distance learning sites in Alleghany, Davie, and Surry Counties. Many of the courses are delivered to distance sites through video technology interfaces. 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. Over 16 of the M.Ed. candidates and graduates have obtained national certification from the National Board for Professional Teaching Standards (NBPTS). The WSSU Center for Mathematics, Science, and Technology Education (CMSTE), an arm of NC-MSEN, provides professional development for career teachers. 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. Workshop topics and their respective participation levels for 2009-2010 were (1) SITE: Geometry Middle and High School presented July 13-17, 2009 (22 participants), (2) PLANETS held for K-3 teachers on February 3, 2010 (21 participants), (3) Teachers Teaching with Technology held on March 19-20, 2010 (149 participants), and (4) Mathematics to Maximize EOG Performance: Geometry & Measurement, Probability, Data Analysis Grades 5-8 held on June 21-23, 2010 (16 teachers). Other workshops held were (5) Introduction to the TI-84 Calculator for Geometry Grades 6-12 scheduled for June 24-25, 2010, and Introduction to the TI-Nspire Calculator Grades 6-12 scheduled for June 30- July 1, 2010. Career teachers at Parkland High School participated in professional development sessions on using the Clicker 5 and Inspiration software to provide reading and writing instruction on October 26th and November 2nd, 2009. Teachers in the Mount Airy City Schools and Carter G. Woodson School of Challenge participated in professional development during summer 2009, fall 2009, and spring 2010 to improve their ability to facilitate literacy development for low-performing and English as a second language P-12 learners. Special Education faculty in collaboration with the TEAP Center provided a one-day workshop on transitioning Special Education to employment.

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

WSSU offered technology integration professional development in fall of 2009 to teachers at Parkland High School in Winston-Salem. The teachers at the Priority School were instructed in methods for integrating the Clicker 5 and Inspiration Software into instruction in order to improve students' reading and writing skills. Teachers at Carter G. Woodson School of Challenge, a public charter school in Priority status, received professional development, provided by WSSU faculty, on methods for supporting literacy development for low-performing and English as a second language learners. Professional development activities occurred for one week during summer 2009, 2 days in fall 2009, and 2 days in spring 2010. Fourteen (14) students at Kennedy Learning Center were engaged in effective oral communication, reading skill, and study skill development

activities in the Responsibly Engaged in Active Learning (REAL) Project. The REAL Project designs intervention programs with the Kennedy Learning Center to assist in improving student success, retention, and progress toward graduation. The Kennedy Learning Center is an alternative middle school that provides accelerated programs and other services for students who may have learning difficulties. Teacher Education Advisement and Partnership Center staff also provided 24 hours of test proctoring service to Kennedy Learning Center. Over 50 parents and students in grades 6 through 8 from the school were also engaged in student-led parent/teacher conferences that were organized as a service learning project by students and faculty of WSSU. The Maya Angelou Institute provided summer reading materials to a total of 60 students at Kimberley Park Elementary, a Priority School, and Petree Elementary School, a Low-Performing School in Winston-Salem. In addition, attendance at two concerts was underwritten by the Maya Angelou Institute for sixty students from these same schools. Students were exposed to a live symphony, professional dancers and artists at the concerts. The Institute also collaborated with the Winston Lake YMCA to deliver water safety training to twenty-five students from Petree Elementary. Fifty (50) teachers at Mineral Springs Middle School, a WS/FCS Priority School, received professional development on differentiated instruction, inclusion, and co-teaching. Parent involvement at Easton Elementary, a Low-Performing School in the WS/FC System, was supported by a WSSU teacher candidate led service learning project intended to increase parent involvement at the school.

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

Two SBE priorities are particularly supported by service programs at WSSU. They are the production of students who are globally competitive, safe, and healthy, and the employment of teachers who are 21st century professionals. The goal of producing globally competitive students was supported by the REAL Project which sought to develop oral communication, reading, and study skills of fourteen middle school students at the Kennedy Learning Center (KLC). Students learned to take responsibility for their own learning through a WSSU service learning project that taught students how to lead conferences with their parents and teachers about their educational progress. The NC-MSEN Pre-College program, directed by the Center of Mathematics, Science and Technology Education at WSSU, provided enrichment activities for grade 6-12 students through a Saturday Academy and a one-week summer enrichment. Sixty students from Kimberley Park and Petree Elementary Schools received summer reading materials from the Maya Angelou Institute to help maintain reading skills developed during the school year. The Institute also sponsored attendance at 2 concerts for 60 students from these schools so as to develop their appreciation of music and dance art forms. Student safety was promoted by the Y-Splash program organized by the Maya Angelou Center and the Winston-Lake Family YMCA for students at Petree Elementary School. The program taught students basic water safety skills during a week of daily lessons. The program was offered in response to child drowning incidents that occurred in the Triad region over the past year. A service learning project conducted at Kennedy Learning Center introduced parents to information about healthy foods. Several WSSU programs supported the development of teachers as 21st century professionals. A technology integration program at Parkland High School assisted teachers in integrating the Clicker 5 and Inspiration software into reading and writing instruction. An NC Quest grant supported the delivery of professional development to 32 teachers from Carter G. Woodson School of Challenge, a charter school, and the Mount Airy City Schools on facilitating literacy development for low-performing students and students who are learning English as a

second language. Seventy-five teachers from WS/FCS received special education transition training. Fifty teachers at Mineral Springs Middle School participated in a workshop on best-practices for differentiation, inclusion, and co-teaching.

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

Winston-Salem State University placed particular emphasis on service to beginning, career, and lateral entry teachers by providing a variety of professional development and support activities. These activities sought to facilitate the acquisition of effective and innovative pedagogical methods by practicing and prospective teachers in order to meet the instructional needs of the diverse student population of North Carolina. An NC Quest grant funded professional development workshops for teachers at Mount Airy City Schools and the Carter G. Woodson School of Challenge on strategies for facilitating literacy development for students who were low-performing or learning English as a second language. Teachers at Parkland High received continuing instruction on strategies for integrating the Clicker 5 and Inspiration software into their reading and writing instruction. Seventy-five teachers in the WS/FC Schools received a one-day workshop on transitioning special education students to employment. The Center for Mathematics, Science, and Technology Education (CMSTE) conducted 4 professional development activities for teachers. Topics included (1) SITE: Geometry for Middle and High School (July 13-17, 2009) which had 22 participants, (2) PLANETS for K-3 teachers (February 3, 2010) which had 21 participants, (3) Teachers Teaching with Technology (March 19-20, 2010) which had 149 participants, (4) Mathematics to Maximize EOG Performance: Geometry and Measurement (June 21-23, 2010) which had 16 participants. CMSTE gave two other workshops during summer 2010. The Introduction to the TI-84 Calculator for Geometry Grades 6-12 took place June 24-25 and Introduction to the TI-Nspire Calculator Grades 6-12 occurred on June 30 and July 1. Teachers at Mineral Springs Middle School attended a workshop provided by a WSSU instructor in August 2009 on best practices for inclusion, differentiation, and co-teaching for meeting the challenging instructional environments of 21st century classrooms. WSSU also encouraged lateral entry teachers to pursue degree programs in the Master of Arts in Teaching at WSSU. In pursuing the MAT, lateral entry teachers are able to complete the requirements for the Professional I license and gain advanced pedagogical content instruction that enhances their ability to provide effective instruction in their classrooms and, as well, leads to the Professional II license.

Supplemental Information (Optional)

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

The Teacher Education Advisement and Partnership Center (TEAP) assists prospective teacher candidates desiring entry into teacher education at Winston-Salem State University. TEAP is responsible for program advisement to all prospective teacher education candidates within the School of Education and Human Performance. Program advisement includes ensuring that students are progressing towards meeting all requirements for program entry, including meeting Praxis I requirements. TEAP requires

students to develop individual Praxis I action plans. The action plans encourage students to identify their developmental needs and then to participate in activities that address those needs. TEAP also conducts pre- and post-assessments of Praxis I skills to identify students' developmental needs. Students are encouraged to utilize the tutoring and writing development services available through University College as one avenue for addressing their developmental needs in preparation for Praxis I. During the 2009 – 2010 academic year, TEAP facilitated peer reading development sessions, an innovative strategy that allows students to learn cooperatively, give peer support, and self-critique their work. Peer group mathematics sessions also began during spring 2010. A mathematics professor continues to provide mathematics workshops for pre-service teachers. The workshops further develop WSSU pre-service teacher's mathematics content knowledge in order to better prepare them for the mathematics section of the Praxis I exam. TEAP hosted Praxis II preparation workshops for Elementary Education and Special Education majors in January, 2010. In addition, as WSSU progressed with implementing program changes identified during program revisioning, TEAP collaborated with faculty regarding embedding the various concepts and information covered in Praxis II assessments within program courses. TEAP received practice items from a professor in Special Education and was able to create a Praxis II practice site in Blackboard for pre-service candidates in that discipline to access for on-line practice in responding to Praxis II type test items.

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 program. 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 Teacher Assistant Initiative, titled "Growing Our Own," provided planning, services, and support for teacher assistants employed in the Stokes County and the WS/FC Schools to encourage their participation in teacher education programs to meet requirements for Professional I licensure. A "Let's Get Moving" professional development workshop was presented to 100 teacher assistants from Stokes County on August 24, 2009 to recruit program candidates. Additional enrollment facilitation services were provided for those persons wishing to enroll in classes. WSSU recruits lateral entry teachers into its MAT programs in Special Education, Middle Grades Mathematics, and Middle Grades Science. Activities for recruiting and retaining lateral entry teachers from Carter G. Woodson School of Challenge, Mount Airy City Schools, and Davie County Schools into MAT programs were supported by the NC QUEST Cycle VII grant. WSSU is a partner in the North Carolina Teacher Cadet Program. WSSU assisted in coordinating and presenting the first regional conference for teacher cadets. WSSU faculty members participate in Open House activities and the annual WSSU Teacher's Fair and use these opportunities to recruit students into teacher education programs. WSSU 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 entering professional education programs. WSSU has a full-time recruiter who participates in recruitment fairs and open house events, visits the local school sites, makes brief presentations at school faculty meetings, and disseminates program information. Program brochures and other marketing information are disseminated to attract candidates to the Master of Arts in Teaching and licensure-only 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 minorities and males to fill the demand for highly qualified classroom teachers. To this end, the WSSU Teacher Education Advisement and Partnership (TEAP) Center employs a teacher education advisor, a retention advisor, and a licensure officer who assist students in navigating the process for admission 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'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 School of Education and Human Performance at Winston-Salem State University launched the Real Men Teach (RMT) program in 2008 to attract more males to pursue careers as teachers. With males in education at its 40-year all time low, the dean of the School of Education and Human Performance recognized a need to reach this underrepresented demographic in the field of education. As a result, RMT was birthed. The primary goal of the program is to enhance the visibility, quantity and quality of male students graduating from WSSU in the field of education. RMT provides mentor support from professional men and engages students, or protégés, in professional development workshops, conferences, and seminars that assist in developing these young men into strong teacher leaders. The protégés have participated in professional and educational activities in New York, Georgia, California, and Massachusetts. The program currently has over thirty protégés and nearly fifty mentors. WSSU is a partner in the North Carolina Teacher Cadet Program. The goal of the Teacher Cadet program is the recruitment and retention 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 assisted in coordinating and presenting the first regional conference for teacher cadets.

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

Responsible Engagement in Active Learning (REAL) is a partnership between Kennedy Learning Center, a middle grades alternative school in the Winston-Salem Forsyth County (WS/FC) School District, and the Teacher Education Advisement and Partnership (TEAP) Center, a support unit of the School of Education and Human Performance (SEHP) at Winston-Salem State University (WSSU). The project aims to help selected students to develop skills and habits that create a framework for successful learning throughout their school years and beyond. The main purpose of the project is to develop replicable strategies and models that improve middle school students' interpersonal, communication, intellectual skills, and study habits that form the foundations for learning and achieving academic success. WSSU announced the restructuring of secondary education programs in June 2010. The secondary programs in English, mathematics, and science were reassigned from the College of Arts and Sciences to the School of Education and Human Performance into a newly created Secondary Education Department. This new structure will allow an added focus on secondary teacher preparation that will ensure that pre-service secondary teachers are effectively prepared to teach in 21st century schools. It also gives special focus on mathematics and science teachers. In additional restructuring, the undergraduate program in Physical Education was also moved to the Secondary Education Department to give more attention to the recruitment and retention of physical education majors interested in becoming teachers. The add-on licensure and graduate programs in English as a Second Language, the Elementary Education graduate program, and the Master of Arts in Teaching program were moved to the newly established Department of Educational Leadership, Counseling, and Professional Studies in SEHP to provide increased focus on the pedagogical needs of teacher candidates.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	57
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	14
	Other		Other	3
	Total	17	Total	74
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	3	Total	4
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	5
	Other		Other	
	Total	1	Total	10
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	2	Total	9

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)		
Elementary (K-6)		
Middle Grades (6-9)		6
Secondary (9-12)		7
Special Subject Areas (k-12)		6
Exceptional Children (K-12)		1
Vocational Education (7-12)		2
Special Service Personnel (K-12)		
Other		5
Total	0	27
Comment or Explanation		
Winston-Salem State University does not issue programs of study to lateral entry teachers unless these teachers are participating in the licensure-only or Master of Arts in Teaching programs offered at WSSU. Lateral entry teachers receive their programs of study through the Regional Alternative Licensing Center. During the academic year, WSSU provided advisement and course enrollment support services to lateral entry teachers seeking to take courses at WSSU. This service function was provided through the Triad Partnership Opportunities, a collaborative with Forsyth Technical Community College and Winston-Salem/Forsyth County Schools. Persons included in this table are only those who have made contact through the TPO. Other lateral entry teachers may have enrolled in classes but are not identifiable.		

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

	Baccalaureate
MEAN SAT Total	1,142
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	*
MEAN ACT-English	NA
MEAN PPST-R	176
MEAN PPST-W	174
MEAN PPST-M	177
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.16
Comment or Explanation	
* Less than five records with data.	

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)	1	2		1
Elementary (K-6)	7	10	3	
Middle Grades (6-9)		3		1
Secondary (9-12)	1	3	1	
Special Subject Areas (K-12)	2	10		4
Exceptional Children (K-12)		1		
Vocational Education (7-12)				
Special Service Personnel				
Total	11	29	4	6
Comment or Explanation				

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

2008 - 2009 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	23	78
Spec Ed: General Curriculum	3	*
Institution Summary	26	81
* 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	23	6	5	2		
U Licensure Only	1	2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4					
U Licensure Only	5	1				1
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	43	88	47
Bachelor	State	4,725	92	49

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

LEA	Number of Teachers
Forsyth County Schools	456
Charlotte-Mecklenburg Schools	132
Guilford County Schools	87
Wake County Schools	64
Durham Public Schools	32
Davidson County Schools	26
Stokes County Schools	25
Cumberland County Schools	24
Davie County Schools	24
Surry County Schools	23

**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 several factors affecting responses, survey results will not be reported at the institutional level 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
17	3	9