

IHE Bachelor Performance Report

Salem College

2011 - 2012

Overview of the Institution

Salem College is an independent college committed to the liberal arts and to the preparation of professional educators. Founded by the Moravian Church as a school for girls (now Salem Academy), Salem College is the oldest continually operating women's college in the nation and the 13th oldest college overall. Located in Historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical, and ethical thought; and prepare for positions of leadership and responsibility in a changing world. As early as the 1850's, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of NC since 1964. Undergraduate licensure candidates pursue a Bachelor of the Arts (B.A.), a Bachelor of Science (S.S.), a Bachelor of Music (B.M.) or a Bachelor of Science in Business Administration (B.S.B.A.) Degree in conjunction with a licensure curriculum for elementary education (K-6), general curriculum special education (K-12), second language French or Spanish (K-12), art education (K-12) or music education (K-12). All undergraduate licensure candidates also complete fieldwork in education including a semester long practicum (student teaching). Post-baccalaureate (post-bac) candidates pursuing initial licensure in elementary or special education complete all content-area and licensure coursework at Salem College; however, it is assumed that post-bac candidates wishing to teach in the middle or secondary grades begin their licensure programs already possessing a B.A./B.S. or the required 24 hours in their desired area of speciality. If not, such candidates pursue at least 24 hours of content coursework simultaneously to the post-bac licensure curriculum. Additionally, add-on initial licensure is offered in the areas of birth-kindergarten (B-K); Academically and Intellectually Gifted (AIG, K-12)), reading (K-12), and English as a Second Language (ESL, K-12). Salem offers advanced competency licensure and master's degrees for licensed practitioners wishing to enhance their professional skills in the areas of: elementary education (K-6); general curriculum special education (K-12); language and literacy (K-12); and school counseling (K-12).

Special Characteristics

Salem College is a multi-age campus located in a beautiful, restored historic village. Traditional age students are women, and most are campus residents. Adult students seeking their first four-year degrees are a significant and valued part of the undergraduate population as well. The graduate program serves two constituencies: adult students with college degrees (many with advanced degrees) wishing to change careers and enter teaching, and experienced teachers who seek to become master practitioners and/ enhance their professional skills and licensure. Lateral entry teachers are offered licensure coursework in a variety of speciality areas. In order to accommodate many of our students' work schedules, classes for both initial and advanced licensure are available during evening hours. The constructivist philosophy guides all of Salem's teacher education programs; faculty and course design emphasize integrated, authentic, student-centered instruction. We seek to promote the cognitive development and the two

dispositions we value most in each prospective educator - that all students are learners, and that teachers are responsible for creating the conditions of learning for all students.

Program Areas and Levels Offered

Salem College offers the following undergraduate teacher education programs leading to initial North Carolina licensure: elementary education (K-6); art education (K-12); music education (K-12); content areas for the middle grades (6-8) in English language arts, mathematics, science, and social studies; general curriculum special education (K-12); second language French or Spanish (K-12); and content-area secondary education (9-12) in English, mathematics, science, and social studies. At the graduate level, Master of the Arts of Teaching (MAT) candidates may earn licensure (initial and/or advanced) in: art education (K-12); music education (K-12); elementary education (K-6); middle grades content areas (6-8); general curriculum special education (K-12); secondary education content areas (9-12); and second language French or Spanish (K-12). Lateral entry teachers may pursue initial licensure in: art (K-12); elementary education (K-6); middle grades content areas (6-8); general curriculum special education (K-12); music (K-12); second language French or Spanish (9-12); and secondary education content areas (9-12). Lateral entry teachers may also apply for admission to masters degree programs (MAT) leading to initial and advanced licensure in speciality areas including: art (K-12); elementary education (K-12); middle grades content areas (6-8); music (K-12); secondary education content areas (9-12); second language French or Spanish (K-12); and general curriculum special education (K-12). Candidates who already possess a first license may pursue add-on initial licensure for: academically and intellectually gifted (AIG K-12); birth-kindergarten (BK); English as a Second Language (ESL K-12); and reading (K-12). Licensed practitioners may also pursue a graduate course of studies leading to advanced competency licensure and the master's degree (MEd) for: elementary education (K-6); special education (K-12); language and literacy (reading specialist K-12); and school counseling (K-12, pending DPI approval).

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
Salem College maintains ongoing collaborative partnerships with various schools in the Winston-Salem Forsyth County School District. Specific	English/ language arts teachers in the partner schools identified a need for support, resources, and strategies to foster their continued learning about	A literacy support group (LSG) continued to be offered on Salem’s campus. This group was open to Salem graduates, any English/	Fall term 2010	The number of participants varied from month to month, but in general 5-7 literacy teachers were in session for each meeting (although it was	During meetings, participating teachers reported professional satisfaction from the LSG particularly in terms of books and resource materials discussed and

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<p>schools include: The Special Children’s Center; Ashley Elementary; various More-At-Four classrooms; The Downtown Elementary School; Griffith Elementary; Jefferson Elementary; Konnoak Elementary; Sherwood Forest Elementary; Walkertown Elementary; Clemmons Middle School; Jefferson Middle School; The Downtown Middle School; East Forsyth High School’ Parkland High School; Reagan High School; and Reynolds High School.</p>	<p>and use of best literacy practices. Goals for this collaboration included the support and exchange of literacy teaching strategies, professional development, and mentoring.</p>	<p>language arts teachers in the partner schools, and individuals from other county-wide schools.</p>		<p>not always the same 5-7).</p>	<p>received; comprehension strategies shared among members, and both formal and anecdotal assessment procedures.</p>
<p>Salem College established collaborative partnerships with selected elementary schools in the Winston-Salem</p>	<p>Partner with schools to develop, plan, and host various parent and community curriculum events.</p>	<p>This ongoing initiative included collaborating with school partners at Griffith Elementary to</p>	<p>Planning for all events occurred throughout the semester in which the event was held. The</p>	<p>For the math night, students from two initial licensure methods classes participated (40 students total). For the math</p>	<p>Exit polls conducted of attendees at all school events (students, parents, teachers, etc.) indicated a high level of</p>

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<p>Forsyth County School District including: Griffith Elementary, Jefferson Elementary, and Walkertown Elementary</p>		<p>plan and implement an elementary social studies parent event, with partners at Walkertown Elementary to plan and implement a math/science fair and content-area literacy night, with partners at Jefferson Elementary to plan and implement a pen-pal home school literacy event, and with partners at Speas Elementary to plan an intermediate book buddy night.</p>	<p>social studies event at Griffith was held in October of 2010, and the pen-pal event with Jefferson was ongoing throughout the fall term 2010. The family math and science night at Walkertown was held in March 2011, and the content-area reading event occurred in April, 2011.</p>	<p>and science fair, students from two initial licensure methods classes participated (40 students). For the literacy event, students from one intermediate literacy methods class participated (28 students).</p>	<p>satisfaction with the particular. Principals, teachers, and parents anecdotally reported that they felt such partnerships were a valued part of students' educational programs. In reflective writings about their experiences working with partner schools, Salem students reported that participation in these events helped them to feel more confident about their abilities to plan instructional activities and to interact in authentic ways with learners, parents, and school-based personnel. School partners have already requested that these events be scheduled again for the upcoming year.</p>
Collaborative	Provide support,	Upon request,	When	Two National	Candidates

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<p>partnerships existed between various teachers in the Winston-Salem Forsyth County School System and Salem College.</p>	<p>mentoring, and professional development for teachers pursuing National Board Certification.</p>	<p>faculty provide mentoring, and support for teachers seeking to compile their National Board portfolios. Special emphasis is placed on assisting these teachers to select appropriate artifacts and in proofreading reflective passages required by the National Board portfolio.</p>	<p>requested, individual mentoring sessions were scheduled between teachers seeking national board certification and department faculty. These one-to-one sessions, phone conferences, and Skype conversations were ongoing as needed by the National Board candidates throughout the fall 2010 and spring 2011 terms.</p>	<p>Board candidates requested mentoring sessions. One candidate was seeking her first National Board certification, while the other was renewing an existing National Board certification.</p>	<p>reported satisfaction with the meetings and anecdotally stated that they found the collaboration helpful as they compiled the National Board portfolios. The teacher seeking first National Board licensure was successful; the candidate seeking renewal has not yet received notification.</p>
<p>Collaborative partnerships exist between Salem College and various schools in the Winston-Salem Forsyth County School System.</p>	<p>Provide proctors as needed for End-of-Term, End-of-Grade, and End-of-Course assessments.</p>	<p>School partners made requests of Salem to provide proctors for various assessments; professors communicated these requests to students during education courses, strongly</p>	<p>Ongoing as needed throughout the 2009-2010 school year.</p>	<p>Multiple participants in multiple schools; not all Salem students reported participation in proctoring events; some Salem students volunteered on their own (rather than being referred</p>	<p>School partners expressed their appreciation of the volunteer spirit and professional demeanor of the Salem students. These partners have already requested that we introduce students to the idea of</p>

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		encouraged Salem students to participate, and often included observations from proctoring as part of course requirements.		by Salem).	proctoring early in the year and incorporate reflections about proctoring in course assignments (so as to encourage increased participation.
An ongoing collaborative partnership was formulated between Salem College and intermediate grades at Speas Elementary School.	Pair Salem teacher candidates with low-achieving fourth and fifth grade students to work on reading strategies and comprehension skills as well as to practice authentic technology skills in context.	A once-per-week Blogging Book Buddy program was implemented in two pilot classrooms at Speas. Salem teacher candidates were paired with a struggling reader to select an appropriate book, browse the book, make predictions and then set up a blog site devoted to the book. Both the Speas and the Salem student read the selected book and then independently blogged about strategies they had used for reading, connections	February 2011 through April 2011.	One inclusive fourth-grade classroom of 25 students; one inclusive fifth-grade classroom of 23 students; two literacy methods classes of 18 and 28 students.	In reflective writings throughout the process, teacher candidates expressed increased confidence with identifying appropriate literature, selecting and using a variety of reading strategies, and in integrating technology in meaningful ways. Teachers for each of the two participating classes reported a change in the affect of previously reluctant readers. Students who had been involved with the blogging displayed greater enthusiasm for

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		they had made with the text, and understandings they have formulated about story structure. Pairs who finished the first book met a second time to select a different book and begin the process again.			independent reading and were more likely to select reading as an activity.
There is a partnership between Salem College and the local Drop-out Prevention Program.	At the request of the school partner, Salem College provided tutors and/or mentors for middle school and secondary students who had been identified as being at risk for dropping out of school.	Salem teacher candidates attend after-school tutoring sessions where they are paired with students needing learning support. The Salem students design and deliver remediation.	Fall term, 2009 to spring term, 2010.	Approximately six Salem teacher candidates worked with a variety of students (depending on the number of students referred by the school partner).	In reflective writings, Salem College middle and high school licensure candidates indicated that this experience provided them with invaluable practice in designing and delivering effective content instruction. The school partner has requested that this initiative remain ongoing.
A new collaborative venture exists between Salem College and schools throughout the	The T2L program is designed to pair Salem teacher candidates in methods courses with students in	Students in summer sections of the initial licensure methods courses for elementary and	fall 2010, spring 2011, summer 2011	The number of participants varied from semester to semester and fluctuated throughout as	The program received its name, T2L because as teaching and learning times two. This alludes

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<p>Winston-Salem Forsyth County School District. This new but ongoing initiative is called Teach 2 Learn or T2L.</p>	<p>elementary, middle, or secondary schools who need remedial instruction and/or who failed to make adequate progress in one or more subject areas during the school year (“adequate progress” to be determined by teacher recommendation and/or EOG scores). Teacher candidates in an upper-level course for each of the specialty programs ("Primary Literacy" and "Integrated Math" courses for elementary and special education candidates and "Teaching Content" for middle/high school candidates) are required to participate in the T2L tutoring program during the term they are enrolled for each</p>	<p>special education will be paired with a student who has been identified as needing remedial summer tutoring. The TL2 program is free of charge to families and students. Tutoring targets those skills and learning strategies in math, literacy, social studies, or science identified during the previous year as being weak and provides one-to-one instructional intervention and assessment.</p>		<p>some students (both school-aged and Salem) phased out and others began.</p>	<p>to the fact that this partnership has two kinds of desired outcomes. Certainly, it is geared to assist local school children to improve their skills in math and reading and to reach levels of proficiency in school. On this front, comments from parents and cooperating teachers have been overwhelmingly positive; even if there is not a measurable improvement in test scores or class achievement, students receiving tutoring show increased self-efficacy. In terms of the teacher candidates, all participants report that T2L has enabled them to develop better instructional planning skills and to become</p>

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	<p>of the specified classes. Candidates are paired with students who need additional intervention, and they design instructional activities and assessments for them. It should be noted that-- very often-- these tutoring relationships continue past the end of the course (and, hence, the required time period).</p>				<p>more aware of formative and summative assessment practices.</p>
<p>A professional development partnership was piloted between Salem College and partners in the Winston-Salem Forsyth County Schools.</p>	<p>Technology integration and global collaboration have been set as SBE priorities for teacher preparation institutions as well as for in-service teachers. Additionally, public schools have requested that Salem College provide teachers with meaningful professional development opportunities that</p>	<p>During the 2010-2011 year, Salem College implemented a professional development day modeled after typical educational conventions. During the day, local public school teachers as well as Salem graduate students were invited to attend workshops provided on timely topics both by Salem</p>	<p>Wednesday, October 20 - Thursday, October 21, 2010</p>	<p>For the all-day professional development workshop, 17 teachers from local public schools and 3 principals participated. No attendance was taken at the keynote speaker and the research presentations (since attendance was open to any interested teachers, parents, administration,</p>	<p>Workshop evaluation surveys were distributed to attendees of the day session. The evaluations asked participating teachers to rank their satisfaction in various areas on a scale of 1-4. They were also asked to rank their overall satisfaction from 1-4. On average, participants gave the workshop a score of 3.5. Narrative</p>

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	can be closely tied to technology, global collaboration and collegiality, and action research.	faculty as well as invited national and local facilitators. There was then an evening keynote speaker followed by graduate student research presentations. It is planned that this will become an annual event to be held each fall and called "The Comenius Symposium."		etc.), but the event was held in an auditorium that seats 350 individuals. Based on this capacity, it is estimated that approximately 100-125 individuals were in attendance.	comments suggested that those candidates who ranked the experience lower than others were generally dissatisfied with the facilities rather than the experience, itself. Although no formal survey was taken of the keynote speaker, anecdotal comments and follow-up emails indicate that the speaker was well-received. Frequent mention was made of public school partners' appreciation of the opportunity to gather for discussion about current research and educational ideas in a relatively informal and collegial venue.

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

Salem College faculty have been involved in the public schools in a variety of ways. Both Arts and Science Faculty and Education Faculty have served P-12 schools through consultation, coaching, judging academic fairs, serving on school advisory committees, and working with various school groups. Specifically, Arts and Sciences faculty tutored K-12 students and served

as consultants for Advanced Placement teachers and exams. A history professor coaches local high school Mock United Nations teams as they prepare for competition. Professors in communications and sociology judge annual essay contests on racial diversity; and science faculty judge science fairs. Sociology faculty collaborated with teachers to sponsor January term internships, placing Salem students in schools to work with counseling professionals, coach ESL students, complete action research projects, and tutor K-12. In addition, faculty members provide voluntary service to school advisory committees and leadership teams, serve on and work with PTAs, and serve as lunch buddies and EOG proctors. Faculty from science and education serve as consultants for an International Cultural Fair at a local middle school. Music school faculty invite community high school students to a music day and participate with local band and choral groups. Faculty from arts and sciences collaborate with faculty at a local arts magnet elementary school to arrange for Salem students to mentor young artists and musicians. Salem College hosts Governor's School each summer, and several faculty are involved with it. Each member of the education faculty is involved in providing professional development experiences for school personnel across the state; training includes content area reading, literacy development, interdisciplinary/thematic units, constructivist mathematics methods, integration of instructional technology, serving culturally and linguistically diverse children and families, and multiculturalism. A faculty member serves on the More at Four advisory board and the Director serves on an advisory board for the United Way. Education faculty collaborating with graduate students on action research projects work with local schools and PLC's to collect and analyze data, make recommendations based on these studies, and partner to implement learning strategies suggested by the projects. A recent partnership with Old Salem Museum and Gardens trains volunteers to use integrated and student-centered teaching methods when working with school-aged children who visit Old Salem on public school field trips.

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

Faculty at Salem College continued the New Teacher Support Group for professionals in their first, second or third year. Faculty also supported program completers by: providing resources and suggestions; offering advising via email, telephone, and/or classroom visits; and establishing support groups for new teachers. A social networking site has been piloted to enable new teachers to blog experiences and/or be in touch with colleagues and mentors. Several new teachers were invited to serve on Salem's Program Advisory Boards where they collaborated with experienced administrators and teachers and provided feedback for evaluation of Salem's programs. New teachers also serve on the Graduate Education Council to provide input on curricular decisions regarding initial and advanced competency licensure. The Salem College Curriculum Materials Center continues to be available to Salem graduates and other new teachers in our partner schools, and faculty offer pedagogical advice and suggestions about resources to new teachers. During informal school visits and conversations, individual faculty have mentored new teachers in classroom management, planning for instruction, working with parents, and assessment strategies. Faculty also make themselves available to visit graduates' classrooms, if asked. Salem's graduate faculty and recent M.Ed. graduates offer an on-going literacy development support group that meets regularly throughout the school year. During these meetings, literacy specialists facilitate discussions, review recent research, and discuss specific issues and concerns that new teachers bring to the group. Participants review new selections in children's literature and discuss lesson planning ideas for the selections, including ways to integrate literacy across the curriculum. MAT candidates who have completed initial licensure are offered the opportunity to pursue their masters advanced competency licenses

during their first 1 — 3 years as classroom teachers. These students complete seminar courses that are specifically designed to support them during their first few years of teaching, including classroom-based action research projects that will have immediate impact upon their teaching. M.Ed candidates in Salem's Advanced Competency programs complete a course that studies the mentor/mentee relationship, school improvement, and collaborative school leadership so that they will be better prepared to serve as mentors for Salem graduates and other new teachers with whom they work. They are encouraged to serve as mentees for students in the MAT programs.

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

Specially designed programs for lateral entry teachers are available; however, most lateral entry teachers elect to apply for admission to masters' degree programs (Master of the Arts of Teaching, or MAT) leading both to initial and then to advanced licensure in elementary education, general curriculum special education, second language studies (French or Spanish), art, music, or middle/ secondary education in science, English, mathematics, and social studies. All candidates for the lateral entry program receive special advising with the Director of Teacher Education and Graduate Studies (serving also as the Coordinator of Lateral Entry Programs) who collaborates with the Fler Center For Adult Education to enroll lateral entry candidates in appropriate courses. Advising for lateral entry teachers is offered during the late afternoon and evening hours by both offices, transcripts are immediately evaluated, and plans of study are typically prepared during advising appointments. Prior experience is carefully considered to determine appropriate equivalencies. Classes have been scheduled to accommodate the needs of lateral entry students, and all requirements may be completed in the evening hours, summer sessions, and/or independent study options. Courses from community colleges and other institutions are typically accepted as transfer credits, and a recent partnership with Davidson County Community College offers regular advising sessions on-site there. Lateral entry candidates receive mentoring from Salem College faculty during supervised practica experiences prior to being recommended for licensure. College faculty from the Education Department and from the Arts and Sciences have served as mentors to lateral entry teachers and have provided directed studies courses in response to their needs. Lateral entry candidates are targeted for special assistance on the Praxis II specialty area tests, and review sessions have been planned to accommodate their schedules. Information about the lateral entry program is sent to surrounding districts and local community colleges. The Director of Teacher Education and specific program coordinators conduct information sessions in local schools as needed and work closely with the Regional Alternative Licensure Center to provide appropriate courses and plans of study for students. In response to Salem's newly-revised initial licensure programs, the Director of Teacher Education conferenced extensively with the director of the local Regional Alternative Licensure Center so as to ensure that required teaching competencies for lateral entry teachers were accurately matched to the previous and updated Salem courses that satisfy them.

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

Salem College is pleased to provide support for career teachers in our partner schools and other schools as well. In the past years, we have provided workshops as requested by public schools, including: brain-compatible instruction, technology integration, developmentally appropriate instruction, and integrated unit design. Most recently, we have restructured our annual fall "Comenius Symposium" to couple public-school workshops, graduate research presentations, and a keynote speaker, all designed to target current areas of educational interest. For fall 2010, Salem hosted 16 public school teachers in a workshop around technologies to enhance global

interaction followed by a keynote speech and book signing by Dr. Laurence Peters. Salem offers a literacy development support group that meets regularly throughout the year; literacy specialists meet with teachers to disseminate new research, to introduce the best resources in new children's literature, and to provide guidance in instituting developmentally appropriate reading and writing strategies. Select faculty provide statewide trainings for career teachers in More @ 4 centers and classes in public schools as well as in constructivist math methods for elementary teachers and holistic literacy practices. Career teachers collaborate with Salem graduate students to conduct action research projects in their classrooms, to share the results in research symposia, and to implement recommendations made on the basis of the studies. Salem works closely with Smart Start of Forsyth County to support opportunities for local teachers of young children to earn initial licensure in elementary education with an add-on for BK. We share resources from our Curriculum Materials Center on request, and faculty offer informal advising to teachers through telephone, email, and personal contacts. Salem College faculty respond to local career teachers who seek assistance and/or resources for their career growth plans. In response to an articulated need by our public school partners, Salem has created several initial licensure add-on programs including AIG, BK, ESL, and reading. All add-on licensure and graduate classes are offered during evening hours and summer sessions, and career teachers may register for classes as special students without formal application to the graduate program. Finally, career teachers are supported in formal ways as they seek to enhance their professional development at the master's level. Salem offers master's degrees and advanced competency licensure for elementary education, special education, reading specialist, and school counseling (pending DPI approval).

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

Traditional-age Salem students participate in required community service opportunities. These students regularly choose tutoring or other volunteer efforts in lower-performing schools as their service activity. Informally, the department often receives requests for tutoring from administrators, teachers, and parents of students in low-performing schools; the Director works to pair both licensure candidates as well as content-area majors with these students for support and mentoring. A recent program called Teach2Learn (T2L) formally pairs elementary, special education, and middle/secondary candidates with students from low-performing schools for educational intervention. T2L provides licensure candidates with supported practice in instructional design and assessment while also serving the needs of at-risk students from low-performing schools. Education faculty members work closely with lower-performing schools to provide staff development and enrichment, and they serve on school leadership teams and advisory councils. Officials at low-performing schools reciprocate by serving on Salem's program advisory councils where their input provides us with insight into how we can best assist their students and teachers. Faculty members in the education department conduct a number of workshops for school faculties and early childhood professionals at low-performing schools. MAT students in elementary education, special education, and ESL presented family-based workshops in math, literacy and science at several low-performing schools, while others were involved in developing semester and year-long mentor relationships with at-risk primary students as pen pals and with intermediate students as reading book buddies. All materials students and faculty create for workshops and curriculum nights, unit and lesson plans students write, and the parent resources from student teachers' portfolios are shared with the local at-risk schools with whom we partner.

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

21ST CENTURY SCHOOLS- Initial licensure candidates at Salem College are introduced early in their programs to the priorities set by the State Board of Education, and attention to these priorities is infused throughout the program. The first course in all the initial licensure programs involves an introduction to the changing paradigms required to reach the "digital natives" in 21st century classrooms. Technology continues to be emphasized in subsequent courses as candidates are required to integrate and utilize hypermedia in meaningful ways. Emphasis is placed on the essentiality of using authentic technology resources as available rather than on the teaching of any particular software or hardware. Issues of race, language, gender, exceptionality, and other areas of diversity are also introduced early in candidates' programs. Instructors in methods classes teach multiple research-based strategies, especially those from the literature related to minority students. Candidates are taught to make use of multiple resources in their planning, and all lesson plans must indicate how they intend to meet the needs of diverse, exceptional and/or special needs students. Intentional and meaningful integration of technology is also required within each lesson plan. Meeting individual needs and demonstrating the program dispositions are required competencies for all candidates for licensure at Salem College, and candidates who do not meet these requirements must participate in individually prepared action plans for remediation.

GLOBALLY COMPETITIVE STUDENTS- Each year we sponsor fall and spring research symposia focused on one or more of the SBE priorities. This year, the fall symposium featured a keynote speaker and hands-on training about the use of technology for global collaboration. Both research symposia also featured student-led presentations of action research projects. Follow-up discussion sessions were held to assist candidates in refining their ideas about these research-based interventions. Because we believe that enabling preservice teachers to reach a comfort level with a broad diversity of students is the first and most important step in raising achievement for all students in NC, candidates focus on effective strategies for closing the achievement gap in methods classes; they also experience field placements in various professional development schools including those with exceptional populations and students from varied cultural, linguistic, SES and ethnic backgrounds. Likewise, all advanced licensure candidates are required to take a class focusing on global collaboration and leadership for the diverse society.

HEALTHY AND RESPONSIBLE STUDENTS- Because teacher preparation at Salem focuses so heavily on teaching practices to enhance the learning experiences of a diverse student body, candidates are consistently required to demonstrate their ability to differentiate for many kinds of learners. A recognition of individual differences fosters school community and helps to promote students' healthy choices and individual accountability. These initiatives are a component in the evaluation instrument used by faculty members throughout the licensure programs and prior to candidates' being recommended for licensure.

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

Based upon state and federal emphasis for 21st century learning and global competencies, Salem College places special emphasis on fostering candidates' technological competence and understandings of diversity. Along with adopting a commercial web-based portfolio product (that required students to familiarize themselves with the kind of electronic report writing and delivery most used in our partner schools), our Educational Technology course continues to be revised so as to focus on instrumental versus substantive technology. Instead of learning how to use tools and applications, candidates are introduced to ways in which technology-assisted learning can enhance their teaching strategies and provide opportunities for their students to showcase their

understanding by means of authentic problem-based performance assessments. We attempt to emphasize diversity and technologies as pedagogical rather than methodological imperatives for our preservice teachers.

Supplemental Information (Optional)

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

Typically, Salem students are successful on required Praxis tests. However, the College also has several strategies in place to support and/or improve candidates' passing scores. Through the College's Academic Support services, undergraduate students receive specific tutoring in content areas so as to prepare them for the Praxis 1 test (required for admission to the teacher education program). Recently, the College created a mathematics resource center as a companion to the traditional Writing Center. So as to be familiar with test requirements and content, faculty in the Education Department periodically take the Praxis 2 tests required for their areas of specialty and use their personal experiences with the tests to select text resources, to design course requirements, or to create course assignments that provide candidates with exposure to the content and format of the tests. Faculty use sample test items in classes, prepare course assessment items that are similar to the standardized questions, and use similar scoring techniques on class assignments to prepare students for the Praxis 2 tests. Faculty members in Education and in the Arts and Sciences have incorporated strategies from the NCDPI-sponsored Praxis II workshop for their students. The Salem Courses for Community center has also contracted with a learning specialist to bring formal Praxis 1 and Praxis 2 test preparation courses to the Salem campus. When students' Praxis scores arrive, faculty members analyze them to identify any common areas of weakness and then use this data to make appropriate changes in class syllabi. Methods faculty review test results and discuss strategies in Teacher Education Advisory Council meetings each year; additional input from school partners is solicited at this time. Candidates, themselves, are asked which areas of the Praxis tests they found most challenging and what recommendations they would make to promote future candidates' success. Their input is incorporated into subsequent syllabi.

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

The Director of Teacher Education participates in all traditional undergraduate first-year orientations to introduce licensure options and requirements. In response to the current state and federal emphasis on a depth of content-area knowledge for PK-12 teachers, the department recently revised undergraduate teacher preparation programs. Instead of a traditional major for education (that incorporated licensure curricula within it), students may now pursue any major simultaneously to the licensure curriculum for a chosen specialty area (elementary, special education, art, music, or middle/secondary content). Major choices include an interdisciplinary major housed within the education department called "Teaching, Schools, and Society" (with concentrations in advocacy, environmental studies, literacy, mathematics, natural sciences, or social sciences). During spring advising sessions, these revisions were enthusiastically received by undergraduate students; the separation of the major from the licensure curriculum has made teacher preparation more feasible for a broader undergraduate constituency, particularly for non-traditional students. It is expected to positively impact the number of undergraduates seeking admission to teacher education. To recruit outside candidates, education faculty regularly speak at career days in local high schools and visit community colleges. During admissions visits,

prospective students and their parents attend education classes, discuss licensure options with the Director of Teacher Education, and meet with individual faculty to explore teaching as a career. Emphasis is also placed on coordinating recruitment efforts with the Fler Center For Adult Education, resulting in many inquiries and, ultimately, in applications for admission to teacher education. A formal partnership with Davidson County Community College (including onsite class offerings) has been formed to enable students with an A.A./A.S. degree to finish their four-year degrees and teacher licensure with Salem. All Salem students are invited to attend special events/speakers sponsored by the Education Department, including fall/spring research symposia. Salem has intentionally reached out to our local public school partners to promote initial licensure programs, especially for the assistants in the schools. On-site information sessions were organized at central school locations so that faculty and staff might receive information about: completing four-year degrees with teaching licensure; obtaining post-bac initial or add-on licensure; and/or pursuing advanced competency licensure via a master's degree program. Pursuant to the recent approval of our school counseling program by SACS (DPI approval pending), information about all M.Ed. programs was emailed to principals and administration in local public and independent schools for distribution to their faculty and staff. Financial Aid works closely with students admitted to teacher education to ensure that they receive adequate financial support.

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

As an historic institution for women, Salem College faces a unique recruiting challenge in that many men are not aware that they can attend! Our traditional-aged residential population remains exclusively female; however, the Fler Center and the graduate programs admit both men and women. Recent recruiting materials have intentionally showcased photos and testimonials from male teacher candidates, particularly those at the elementary level and/or working with exceptional children. In terms of racial and ethnic diversity, Salem continues intentionally to recruit from underrepresented populations. The Director of Teacher Education attends graduate fairs at HBCU's to discuss licensure programs and meets with undergraduate organizations serving minority students here on Salem's campus and in the community to explain educational career opportunities. Faculty members have spoken at career day events in local schools to encourage minority students to consider teaching as a career. During the past year, the department has also been seeking ways to enhance international recruitment efforts. . During the past two years, we have admitted teacher candidates from Africa, the Caribbean, and the Middle East. Finally, we seek to assist all our candidates to develop a broader worldview through innovative and globally-oriented course design, including new study abroad options both at the undergraduate and graduate levels. In this way both majority and minority candidates can collaborate on educational experiences in a variety of diverse school settings.

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		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	33
	Other		Other	
	Total	1	Total	37
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	4
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	63
	Hispanic	1	Hispanic	5
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	140
	Other		Other	6
	Total	29	Total	218
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation:		
LATERAL ENTRY/ PROVISIONALLY LICENSED TEACHERS ISSUED PLANS OF STUDY Salem College does not issue plans of study for provisionally licensed lateral entry teachers. Instead, we work with the plans of study that candidates bring from the Regional Alternative Licensing Center (RALC). Competencies detailed in these plans have been previously matched with Salem College teacher preparation courses; thus, lateral entry candidates are advised about which of these courses are offered during which semester and in what sequence. Most lateral entry candidates taking courses at Salem elect to enroll in phase 1 of the MAT program. Phase 1 contains the majority of the courses matched to the teaching competencies required by RALC and culminating in initial licensure.		

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

	Baccalaureate
MEAN SAT Total	1,200
MEAN SAT-Math	606
MEAN SAT-Verbal	594
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.03
Comment or Explanation:	
*-To protect student confidentiality, mean scores for tests with less than takers are not reported.	

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)				
Elementary (K-6)		6		26
Middle Grades (6-9)				
Secondary (9-12)				3
Special Subject Areas (K-12)				
Exceptional Children (K-12)				15
Vocational Education (7-12)				
Special Service Personnel				
Total		6		44
Comment or Explanation:				

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

2010 - 2011 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	38	100
Spec Ed: General Curriculum	9	100
Institution Summary	47	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1		1	1	1	2
U Licensure Only	3		5	13	6	17
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

TABLE F - time from admission until program completion (undergraduate level) Because Salem College's Department of Teacher Education and Graduate Studies operates on a rolling admissions basis, undergraduate candidates (traditional age and Flear) may begin their programs during any term. Graduate candidates also have great flexibility in the number of courses they take per term (ranging from one class to four classes per term). Additionally, Salem offers two traditional semesters (fall and spring) as well as three non-traditional terms (January, summer 1, and summer 2). Undergraduates may elect to take classes in some, all, or none of these terms. Thus, times from admission until program completion vary greatly.

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	66	100	52
Bachelor	State	5,823	90	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

LEA	Number of Teachers
Forsyth County Schools	323
Davidson County Schools	42
Stokes County Schools	37
Guilford County Schools	26
Davie County Schools	24
Surry County Schools	22
Yadkin County Schools	18
Wake County Schools	13
Charlotte-Mecklenburg Schools	10
Wilkes County Schools	10

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
8	1	12