

IHE Bachelor Performance Report

Salem College

2012 - 2013

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 (B.S.), 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), middle school/secondary content areas (English/language arts, math, social studies, science), and art 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 (some 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: all students are learners and 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); 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); 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 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); 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).

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. Salem also places student teachers with the following surrounding school systems: Davie, Davidson, | Teachers in the partner schools identified a need for support, resources, and strategies to foster their continued learning about and use of best instructional practices. Goals for this collaboration included the support and exchange of teaching | Orientation sessions were planned for student teachers and cooperating teachers. These two groups are able to share with each other their learning experiences. | August, 2012 through May, 2013 | The number of participants varies from semester to semester, but approximately one hundred people were involved in these efforts. | When student teachers and cooperating teachers are able to meet, discuss, and plan prior to the practicum semester, greater success in the teaching experience resulted. Both groups report learning from each other throughout the semester |

| 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 |
|--|---|---|--|--|---|
| Stokes, Yadkin, and Guilford County. | strategies, professional development, and mentoring. | | | | experience. |
| Salem College established collaborative partnerships with selected elementary schools in the Winston-Salem Forsyth County School District including: Griffith Elementary, Speas Elementary, and Walkertown Elementary. | Partner with schools to develop, plan, and host various parent and community curriculum events. | This ongoing initiative included collaborating with school partners at Griffith Elementary and Speas to plan and implement a math/science family night. Additionally literacy experiences were offered at Griffith and Walkertown Elementary Schools. The literacy experiences included: A Community Reading Day, a Family Literacy Night, and the establishment of a Penpal program. | Planning for all events occurred throughout the semester in which the event was held. The Family Math/Science Night at Speas was held in October, 2012. The Math/Science Night at Griffith was held in May, 2013. The Literacy Night was held in November, 2012. The Community Reading Day was in October, 2012; the Literacy Night was in March, 2013; and the Penpal program was ongoing during the spring semester, 2013. | For the math/science night, students from two initial licensure methods classes participated (40 students total). For the literacy events, students from the primary and the intermediate literacy methods classes participated (40 students). | Exit polls conducted of attendees at all school events (students, parents, teachers, etc.) indicated a high level of 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 |

| 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 |
|---|--|---|---|--|---|
| | | | | | 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. |
| Collaborative partnerships exist between Salem College and various schools in the Winston-Salem Forsyth County School System. | Provide proctors as needed for End-of-Term, End-of-Grade, and End-of-Course assessments. | School partners made requests of Salem to provide proctors for various assessments; professors communicated these requests to students during education courses, strongly encouraged Salem students to participate, and often included observations from proctoring as part of course requirements. | Ongoing as needed throughout the 2012-2013 school year. | 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 by Salem). | 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 proctoring early in the year and incorporate reflections about proctoring in course assignments (so as to encourage increased participation). |

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

Salem College faculty members 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. 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. 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.

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 members 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. 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.

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, 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 Flier 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. 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" and our spring "Celebration of Academic Excellence" events to include graduate research presentations and a keynote speaker, all designed to target current areas of educational interest. Public school teachers are invited to attend both of these events. 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.

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. 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 are available to offer workshops for school faculties and early childhood professionals at low-performing schools. 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. Our department intentionally schedules our math/science and literacy experiences with low-performing, at-risk schools.

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

INSTRUCTIONAL TECHNOLOGIES (HB23) - 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. Our spring symposium 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. 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.

PREPARATION FOR THE TEACHING OF READING AND MATHEMATICS (SB724) - The literacy and math methods classes at Salem are strongly embedded with field experiences. Students are expected to demonstrate knowledge of content as well as understanding of pedagogy in class discussions and written papers and exams.

REQUISITE KNOWLEDGE – We are beginning efforts to prepare our elementary and special education teacher candidates for the MTEL. The Director of Teacher Education has involved English and Math faculty in discussions about what the College can do to provide remediation for our education students as needed. The Dean of the College is aware of this change in testing and is working to support this. We do feel that our current classes are strong in content knowledge for both reading and mathematics instruction. However, we continue to work as a department to assure that our classes do align with the State Board's expectations.

ASSESSMENT (SB724) – Beginning in our Instructional Design class, assessment is an important and thoroughly taught topic. Our students throughout our program are expected to demonstrate knowledge of and examples of formative and summative assessment in the lesson

plans they write. In the Practicum semester, our students have direct experience with the technology-based assessment systems in place in our North Carolina schools. ARTS (SB724) – In the Instructional Design Handbook created by our department faculty for our students, the required lesson plan format designates a section for arts integration. We expect our students to demonstrate understanding of ways to teach the core curriculum while offering arts experiences for students. One of our guest speakers every semester at the student teacher seminar is a teacher who specializes in arts integration. She engages our students in ways to incorporate the arts in their instructional plans. Also, the Arts Based Elementary School, a charter school located near our campus, is very open to allowing our students to participate in field experiences and observations and is willing to host student teachers for us.

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

Instructional design and assessment (SB724) were given special emphasis. All methods courses were required to incorporate field experience to strengthen our students' understanding of these areas. Several of the student teaching seminar sessions are focused on these two topics. Students have definitely improved in their abilities to write lesson plans, unit plans, and then to appropriately assess those, based on comments from our Supervisors and our Cooperating 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. 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, languages (French/Spanish), 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. 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 inquires and, ultimately, in applications for admission to teacher education. A formal partnership with Davidson County Community College 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. 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. Faculty members and Admissions counselors 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. 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.

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 | 1 | Black, Not Hispanic Origin | 3 |
| | Hispanic | | Hispanic | 4 |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 47 |
| | Other | | Other | |
| | Total | 3 | Total | 54 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 3 |
| | Black, Not Hispanic Origin | 7 | Black, Not Hispanic Origin | 34 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 12 | White, Not Hispanic Origin | 96 |
| | Other | 1 | Other | 3 |
| | Total | 20 | Total | 137 |
| 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 | 1 | White, Not Hispanic Origin | 2 |
| | Other | | Other | |
| | Total | 1 | Total | 2 |

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 | 1,199 |
| MEAN SAT-Math | N/A |
| MEAN SAT-Verbal | N/A |
| MEAN ACT Composite | * |
| MEAN ACT-Math | N/A |
| MEAN ACT-English | N/A |
| MEAN PPST-Combined | 532 |
| MEAN PPST-R | N/A |
| MEAN PPST-W | N/A |
| MEAN PPST-M | N/A |
| MEAN CBT-R | N/A |
| MEAN CBT-W | N/A |
| MEAN CBT-M | N/A |
| MEAN GPA | 3.13 |
| Comment or Explanation: | |
| *-Less than five scores 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) | | 9 | | 17 |
| Middle Grades (6-9) | | 1 | | 4 |
| Secondary (9-12) | | | | 5 |
| Special Subject Areas (K-12) | | | | 1 |
| Exceptional Children (K-12) | | 1 | | 4 |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | | 11 | | 31 |
| Comment or Explanation: | | | | |

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

| | 2011 - 2012 Student Teacher Licensure Pass Rate | |
|--|--|------------------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| Elementary Education | 38 | 100 |
| Spec Ed: General Curriculum | 15 | 100 |
| Institution Summary | 53 | 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 | | 2 | 2 | | 3 | 1 |
| U Licensure Only | 3 | 9 | 4 | 2 | 4 | 7 |
| 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.

| 2011-2012 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 49 | 100 | 67 |
| Bachelor | State | 4,761 | 92 | 60 |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

| LEA | Number of Teachers |
|-------------------------------|---------------------------|
| Forsyth County Schools | 343 |
| Davidson County Schools | 46 |
| Stokes County Schools | 37 |
| Davie County Schools | 27 |
| Guilford County Schools | 24 |
| Surry County Schools | 23 |
| Yadkin County Schools | 16 |
| Charlotte-Mecklenburg Schools | 12 |
| Wake County Schools | 10 |
| Wilkes County Schools | 9 |

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

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 |