

IHE Bachelor Performance Report

Winston-Salem State University

2012 - 2013

Overview of the Institution

Winston-Salem State University, a constituent institution of the University of North Carolina, is a historically black university that is a recognized regional institution offering baccalaureate and graduate programs to a diverse student population. Winston-Salem State University was founded in 1892 and chartered in 1897 as the Slater Industrial and State Normal School. In 1925 the institution was renamed the Winston-Salem Teachers College and became the first black institution in the United States to offer degrees in elementary teacher education. The name of the institution was changed to Winston-Salem State University in 1969 and became a part of the University of North Carolina System in 1972. The vision of the university states: “Winston-Salem State University develops graduates of distinction known for leadership and service in their professions and communities. WSSU graduates compete successfully in the global economy. The faculty excels in teaching and creative and scholarly activities that enhance both student learning and the communities served by the University. Faculty, staff and administrators provide excellent service that supports both a positive student experience and a high quality work environment.” The university prepares students for success in the 21st Century by providing quality educational programs that engage students in active and experiential learning that is developed and delivered by a faculty dedicated to excellence in teaching, scholarship, and service. The university provides learning opportunities for students through four academic units: the College of Arts and Sciences, the School of Business and Economics, the School of Education and Human Performance, and the School of Health Sciences. The programs in these units develop skills and values in students that will enable them to compete and succeed in the changing 21st Century global economy. In addition, the programs address the developmental needs of the region by meeting the increasing demand for new workforce skill development in a student population that is comprised of both traditional and non-traditional students. During the 2012– 2013 academic year, WSSU offered 59 degree programs (43 baccalaureate and 10 master’s degree programs), one (1) doctoral program (Doctor of Physical Therapy), 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 continues to inspire 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.” Both students and members of the academic community engage in collaborative partnerships with public schools and the community in ways that complement the educational mission of the University. In Fall 2012 WSSU enrolled nearly 5680 students, of whom approximately 5240 were undergraduate students and 440 were graduate students. The student population in Fall 2012 was identified as 52.1% African American, 33.6% other race/ethnicity, 12.1% non-Hispanic Caucasian students, 0.9% Hispanic, 0.9% Asian/Pacific Islander, and 0.4% American Indian/Alaskan Native. The gender composition of the student population was about 70.5% female and 29.5% male.

Special Characteristics

The mission of the School of Education and Human Performance and the associated College of Arts and Science teacher preparation program (Music Education) 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 its mission, the education unit focuses 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 School of Education and Human Performance (SEHP) is the professional education unit of teacher education at Winston-Salem State University. SEHP is composed of three departments, the Department of Education, the Department of Human Performance and Sport Sciences, and the Department of Educational Leadership, Counseling, and Professional Studies. As a professional education unit, the SEHP administers the professional education component of teacher education programs and collaborates with the College of Arts Sciences (CAS) to address academic content in the different specialty areas. During the 2012-2013 academic year, the SEHP offered seven (7) undergraduate degree programs encompassing nine (10) licensure areas, two (2) advanced licensure degree programs, and the combination first and advanced licensure Master of Arts in Teaching (M.A.T.) in four (4) licensure areas. CAS offers one (1) initial teacher licensure degree program. The Professional Education Council (PEC) serves as the policy-making and oversight body for all professional education programs. The council includes representation from each education program as well as from school partners. The PEC generates policies, monitors operations, and insures compliance with standards established by accrediting agencies. In addition to the professional education programs, the SEHP hosted non-licensure programs in each of its constituent departments. The Department of Education hosted non-licensure programs in Early Intervention and Administration in Birth-Kindergarten Education. The Department of Human Performance and Sport Sciences hosted non-licensure programs in Physical Education (Recreation concentration), Exercise Science, Motorsports Management, Rehabilitation Studies, Sport Management, and Therapeutic Recreation. The Department of Educational Leadership, Counseling, and Professional Studies hosted non-licensure programs in Teaching English as a Second Language & Linguistics and Rehabilitation Counseling. The SEHP also houses the Teacher Education Advisement and Partnership (TEAP) Center, and the Maya Angelou Institute for the Improvement of Child and Family Education. The TEAP Center assists in retaining students in teacher education programs, advises transfer and post-baccalaureate licensure candidates, informs and supports licensure candidates, and supports cooperative projects with schools and community colleges. The mission of the Maya Angelou Institute is to “improve child and family education through community partnerships, program development and implementation, professional education and research.” The Institute accomplishes this mission through collaborations that provide opportunities for children and their families to develop educationally, socially, and physically. Collaborations are developed within WSSU, with community partners, and with the Winston-Salem Forsyth County Schools to provide these opportunities for children and families.

Program Areas and Levels Offered

During the 2012-2013 academic year, the Department of Education in the School of Education and Human Performance hosted Bachelor of Science licensure degree programs in Birth-Kindergarten Education (pre-K – Kindergarten licensure); Elementary Education (K-6 licensure); English and Mathematics, Secondary Education; Middle Grades Education (6-9) with concentrations in licensure areas Language Arts, Mathematics, Science, and Social Studies; and Special Education (K-12) with licensure in General Curriculum. The College of Arts Sciences (CAS) hosted the Bachelor of Science degree program in Music, with a teacher licensure option, within the Music Department. SEHP’s Department of Human Performance and Sport Sciences hosted the teacher preparation program in Health and Physical Education. Candidates holding a baccalaureate degree in a relevant field may also complete coursework to obtain initial licensure-only in the available undergraduate initial licensure areas. The Department of Educational Leadership, Counseling, and Professional Studies (ELCPS) hosted two (2) advanced licensure degree programs, the M.Ed. in Elementary Education and the M.A. in Teaching English as a Second Language and Linguistics. Persons with licensure in another teacher licensure area may complete a post-baccalaureate certificate to obtain initial licensure in Teaching English as a Second Language. ELCPS also hosted the combination initial/advanced licensure Master of Arts in Teaching with options in Middle Grades Education licensure (English/Language Arts, Mathematics, and Science) and Special Education (General Curriculum). All professional education programs are approved by the North Carolina State Board of Education through an approval process administered by the North Carolina Department of Public Instruction. The teacher education program at WSSU is accredited by the National Council for the Accreditation of Teacher Education (NCATE), which has merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP).

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
Kimberley Park Elementary School (WSFCS), Winston-Salem State University Maya Angelou Institute for the Improvement of	YSPLASH: The goal of the YSPLASH program is to close the swimming gap that exists in the African-American and Latino communities of	Children in kindergarten through 3 rd grade received swimming safety instruction.	4/1/13 – 4/30/13	The program served 30 children.	The participating children received safety training that made them aware of safe swimming practices. The

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Child and Family Education, Winston-Lake YMCA, and 21 st Century Community Learning Center-Communities in Schools of Forsyth County.	Forsyth County.				development of safety awareness impacts their use of safe practices as they participate in water activities.
Kimberley Park Elementary School (WSFCS), Maya Angelou Institute for the Improvement of Child and Family Education (MAI) in conjunction with Barnes and Noble Booksellers and First Book	Literacy Project: The goal of the Literacy Project is to increase family reading for families with children in the pre-K through third grades.	The project donates books annually to students at area schools in Forsyth County who are in pre-K through third grade classrooms.	6/6/13	Forty-three (43) students received donations.	The book donations provided books to the homes of 43 children so that they have more opportunity for reading with their families. Increased reading supports literacy development for students in these grades.
Maya Angelou Institute for the Improvement of Child and Family Education (MAI), Family Services Child Development @ WSSU (FSCD@WSSU)	HERO: A Fatherhood Project – The purpose of this project is to increase and support participation of fathers in their children’s development. The target population is the fathers of children attending the Head Start program on the	Activities include the administration of a survey of needs and planned workshops on child development.	Begun Fall 2012.	Forty-two (42) fathers participated in the survey of needs for a 56% response rate.	The survey of needs was conducted during Fall 2012 and Spring 2013. Of the respondents, 31% indicated that they participate often in activities at FSCD@WSSU and 37% indicated that they read to

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	WSSU campus.				<p>their children once a week. Fathers' responses to questions on desired workshops resulted in prioritization of workshops on parenting skills (child development), healthy relationships between fathers and mothers, food and nutrition, health and wellness, and fathers' rights as current needs. Workshops are being planned for Fall 2013. In terms of parent/child activities, 49% of respondents indicated they would enjoy attending field trips with their children.</p>
The School of Education and Human Performance and the College of Arts and Sciences at Winston-Salem	The goals are to (a) enable participants to become highly knowledgeable and skilled in facilitating student	NCQUEST Grant: Improving Teachers' Effectiveness in Leading All Students to Mastery of	Summer 2012 through Summer 2013	A total of thirty-three (33) elementary teachers—twelve (12) from QEA,	The NCQuest grant project included (1) the design and implementation of 120 hours of professional

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<p>State University (WSSU), Quality Education Academy (QEA), Forest Park Elementary School (FPES), and Carter G. Woodson School of Challenge (CGWSC).</p>	<p>mastery of the Common Core Standards in Mathematics and in English/Language Arts; (b) significantly improve the ability of participants to plan effective learning environments and implement research-supported best strategies for teaching reading and writing in math to low-performing students; (c) significantly improve the technology integration skills of teachers in the partnership; and (d) promote sustained professional development of teachers in the partnership.</p>	<p>Common Core Standards in English/Language Arts and Mathematics: The project used the product-based professional development model to provide 120 contact hours of staff development over the grant timeline.</p>		<p>ten (10) from FPES, and eleven (11) from CGWS—are participating in the NC QUEST “product-based” professional development.</p>	<p>development in teaching reading, writing, and mathematics, as well as assessment and intervention strategies, to enable teachers to facilitate student mastery of the Common Core Standards knowledge and skills; (2) the development and evaluation of best practices and resources for use by participants; (3) the design and conduct of a poster session showcasing participants’ new knowledge and pedagogical skills in teaching reading, writing, and mathematics to low-performing students, lesson planning with intervention strategies and assessments, and technology integration; and</p>

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					<p>(4) the development of plans to encourage participants and their colleagues to continue with professional development, including presenting results on the impact of the project on their teaching and the performance of their students. The professional development included 64 hours during Summer 2012, sixteen (16) hours during Fall 2012, sixteen (16) hours during Spring 2013, and twenty-four (24) hours during Summer 2013.</p>
Winston-Salem Preparatory Academy (WSPA)	The goal of the services provided to WSPA is to provide support for student success for incoming 9 th graders and for SAT test taking.	The activities provided included SAT preparation workshops summer enrichment programs. Week-long, half-day enrichment	SAT Prep workshops were held in November 27, 2012 and April 20, 2013. The Summer 2012 enrichment	SAT Prep attendance was 10 students. Summer enrichment attendance was 14 for Summer	Two SAT Prep workshops were conducted for WSPA students. Licensed mathematics and English teachers provided

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		<p>programs were held for incoming 9th graders in Summer 2012 and Summer 2013.</p>	<p>programs ran from July 9th through 13th. The Summer 2013 program ran from June 24th through 28th.</p>	<p>2012 and 17 for Summer 2013.</p>	<p>strategies to help students score well on the SAT. The summer enrichment programs for rising 9th graders at WSPA provided review and enrichment instruction in study skills, science, and mathematics through engaging hands-on activities.</p>
<p>Ashley Elementary School (WSFCS)</p>	<p>NC SL2010-161 requires the State Board of Education to establish guidelines for public schools to use evidence-based fitness testing statewide for students in kindergarten through eighth grade. Regular fitness testing in schools provides information to better understand and advocate for youth fitness in North Carolina and reduce the high rates of</p>	<p>Physical Education faculty and students assisted in conducting criterion referenced fitness tests at Ashley Elementary School.</p>	<p>March 20, 2013 through April 10, 2013</p>	<p>Two hundred elementary school students were administered fitness tests.</p>	<p>Faculty and students from WSSU assisted with administration of the end of the year fitness tests to approximately 200 students. The test results provide information to students and parents to promote healthful living for the students. Aggregated test results provide feedback to schools and LEAs that can</p>

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	childhood obesity.				be used to guide development of program and recruitment of resources to support healthful living.
Piedmont Triad Area Schools	The goal of the program is to provide enrichment activities that increase the interest, engagement, and participation of girls in Science, Technology, Engineering, and Mathematics (STEM) careers and majors	Girls Empowered by Mathematics and Science (GEMS): The GEMS academic-year program offers monthly enrichment activities. The summer program offers a week-long, full-day experience in STEM related activities.	GEMS conducted a summer program during June 2012 and the academic year program began on September 22 nd and ended on May 3 rd .	The program served 60 girls during this academic year.	The GEMS academic year program included STEM enrichment activities during the fall and life science lab and physics lab activities in the spring that centered around the theme of Robotics. STEM Career Day with a parent session was held on March 2 nd and GEM participants participated in the North Carolina Science Festival activities on April 13 th . GEMS finished the academic year with a trip to Carowinds on May 3 rd .
School Systems Served -	The WSSU Center for Mathematics,	Activities included fourteen	Saturday Academies	The Pre-College	The Saturday Academy for

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<p>Winston-Salem/Forsyth, Thomasville, Davidson, Guilford, Stokes, Surry, Davie, Yadkin</p> <p>Charter Schools Served- Downtown Middle School, Carter G. Woodson, Quality Education Academy, The Summit School, Triad Math & Science Academy</p>	<p>Science, Technology and Engineering (CMSTE) in the College of Arts and Sciences administers the NC-MSEN (NC Mathematics and Science Education Network) program at the University. The NC-MSEN Pre-College Program is designed to broaden the pool of students who graduate from high school with sufficient preparation to pursue mathematics and science programs of study at the university level and to move into careers in science, mathematics, technology, engineering, and teaching. The program serves students in grades six through twelve. The NC-MSEN Professional Development component works to increase and strengthen the pool</p>	<p>(14) Saturday sessions for pre-college students, participation in the 11th Annual NC-OPT Ed Alliance Day, co-hosting the NC sanctioned High School Mathematics Contest (10th Annual WSSU Mathematics Faceoff), and co-hosting the North Carolina Science Festival sanctioned 2nd Annual Activities included the Elementary Mathematics Invitational and Family Math Activities, the Summer 2013 NC-MSEN Pre-college Summer Scholars Program, and four (4) teacher professional development workshops. The topics of the workshops were (1) Water Quality for Science Teachers, (2) Social Media for Education, (3)</p>	<p>began on September 29th and ran throughout the 2012-2013 academic year. The NC-OPT Ed Alliance Day occurred on October 26, 2012, the Mathematics Face-off was hosted on March 20th, the Elementary Mathematics invitational occurred on April 20th, and the Summer Scholars Program ran from June 16th to June 29th. Teacher professional development activities were held during August 2012, April 2013, and May 2013.</p>	<p>Program served 118 students in grades 6 through 12 during the academic year. Thirty (30) pre-college students attended the NC-OPT Ed Alliance Day, 125 high school students participated in the Mathematics Faceoff, and 31 students and 31 adults participated in the Elementary Mathematics Invitational.</p> <p>Attendance for the teacher professional development workshops was as follows: (1) Water Quality for Science Teachers – 22</p>	<p>students in the NC-MSEN pre-college program received academic enrichment in math, science, career development, and English. Students also received tutoring twice a week and were recognized at an awards banquet at the end of the spring semester. Thirty of the pre-college students attended the NC-OPT Ed Alliance Day in Raleigh, NC on October 26th. A total of 125 high school students participated in the Mathematics Faceoff which is intended to stimulate high school students' interest in mathematics and to recognize and reward outstanding mathematics students and</p>

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	of highly qualified mathematics and science teachers in the state of North Carolina.	Mathematical Practices to Assess Students' Learning-Minute by Minute, and (4) The Role of Justification: Reasoning and Proof.		participants, (2) Social Media in Education – 6 participants, (3) Mathematical Practices to Assess Students' Learning-Minute by Minute – 9 participants, and (4) the Role of Justification: Reasoning and Proof – 7 participants.	teachers. The mathematics competition included the Algebra II and Comprehensive levels. Participating students represented fifteen (15) different schools. The Elementary Mathematics Invitational, which is a part of the NC Science Festival, included thirty-one (31) fourth and fifth grade participants. The Invitational promotes mathematics learning for elementary school students. Both the Mathematics Face-off and the Elementary Mathematics Invitational were co-chaired by the Director of CMSTE and a Secondary Mathematics Education

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					<p>faculty member. The Summer Scholars program is a hands-on math and science camp for rising 6th through 12th graders that included a field trip to Florida which included visits to the Orlando Science Center, Firkin and Keglars Entertainment Center, and Universal Studios in Orlando, Bethune-Cookman University and Daytona International Speedway in Daytona Beach, and the Museum of Science and History in Jacksonville. The camp included residential and non-residential options for scholars. The teacher professional development</p>

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					workshops were attended by 44 teachers.
Piedmont Triad Research Park, Winston-Salem State University, Wake Forest University School of Medicine	SciTech Technology Institute is an annual community enrichment program in science, technology, engineering and math for middle and high school students in grades six through ten.	Summer 2012 SciTech Camp with sessions on engineering nanotechnology, surveying, and master gardening. The 2012-2013 Institute included a fall mini-camp on Science Labs, a spring mini-camp which was a STEM Fair, and a summer camp which included a BIOTech focus. The summer camps were administered by a WSSU professional education faculty member.	The 2012 Summer Camp ran from June 18 th through June 29 th , and the 2013 Summer Camp ran from June 17 th through June 28 th , 2013.		Summer 2012, the summer camp was held on campus of WSSU. Students participated in hands-on activities in engineering, nanotechnology, surveying, and gardening. The surveying session provided a general overview of surveying along with hands-on application of surveying skills. The 2013 summer camp was held on the WSSU campus and at Atkins High School, a Winston-Salem Forsyth County school. The camp ran from 9:00 am to 5:30 pm.
Winston-Salem Forsyth County Schools	The goal of the United States Tennis Association QuickStart	QuickStart training was presented at Piney Grove	The training for workers in the afterschool		The training and demonstration sessions provided

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	<p>Training is the promotion of team play and healthy lifestyles. QuickStart is a strategy for learning tennis, primarily for children age 10 and under, that consists of learning to play and compete on reduced regulation-size courts with reduced size equipment.</p>	<p>Elementary School for all school system employees working the Imprints afterschool program and additional QuickStart training was held a week later for all system physical education teachers. A QuickStart demonstration was also presented to physical education classes at Easton Elementary School.</p>	<p>program and the training for all system physical education teachers both occurred in August 2012. The demonstration for Easton Elementary occurred on April 26, 2013.</p>		<p>instruction on how to structure a QuickStart format tennis program. QuickStart tennis format uses equipment and courts tailored to the size of children 10 and under, using age appropriate equipment such as reduced dimension courts, lower bounce balls, and smaller racquets. Scoring is also simplified to make score keeping more manageable for children. The August sessions were 3 hours and 4 hours respectively and the April 16th demonstration lasted 5 hours.</p>
<p>Three middle schools in the Winston-Salem/Forsyth County Schools (Flat Rock Middle School, Hanes Magnet</p>	<p>The vision of the stars program are to (1) promote education as a vital resource for the future, (2) promote positive self-esteem in all</p>	<p>STARS – Students Taking Action and Reaching Success: STARS is a 20-week, school-based, elective program</p>	<p>Ongoing</p>	<p>Not available.</p>	<p>The STARS program includes academic success as measured by higher GPAs or</p>

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Middle School, and Philo-Hill Magnet Academy) and Winston-Salem State University Center for Community Safety	youth, (3) motivate and support students in completing school, (4) provide life-skill lessons for students, and (5) to provide alternatives to resolve conflict with students.	sponsored by the Center for Community Safety that provides education, life skills, and mentoring to youth. STARS consists of three (3) phases. Phase I focuses on the students and seeks to help students assess their views on life, family, school, society, and the future. In Phase II students begin taking action through the Life-Skill study experience. Finally in Phase II students begin reaching success by implementing the concepts that they have gained over the 20-week experience.			End of Grade Test scores, school connectivity exhibited by improved attendance and involvement in school activities, student driven citizenship and accountability programs and services, development of post high school pathways, and creation of a structured support system which includes schools, community partners, mentoring, and parental involvement. STARS participants attended a celebration banquet on April 30 th at the S. G. Atkins Community Development

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					Corporation's Enterprise Conference and Banquet Center.

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

In addition to the items summarized in Table A *Direct and Ongoing Involvement with and Service to Public Schools*, Winston-Salem State university provided a variety of other services that support public school students. Members of the Birth-Kindergarten faculty member served public schools in several capacities. A faculty member served as a State-Level Steering Committee member and an evaluator for the North Carolina Demonstration Program as well as making visits to pre-kindergarten and kindergarten classrooms (February 2013 -June 2013). A faculty member also served as a consultant and presenter for the Forsyth County Ready Classrooms Initiative Summer Institute for pre-K and kindergarten teachers and as a consultant for kindergarten classrooms in the Winston Salem/Forsyth County Schools, and gave a presentation on *Successful Transitions to Kindergarten* for the Forsyth County Early Childhood Directors' Forum on April 9, 2013. The WSSU School of Business and Economics continued its fourth year of partnership with the Departments of Social Services in Forsyth, Guilford, Durham, and Johnston Counties to sponsor the TEAMUP (Teens Engaged in Aspiring Mentorships: An Uplifting Partnership) program during the week of 6/25/12 through 6/29/12. The program provided sessions on potential careers, small business start-up, and leadership and personal finance to 30 foster care participants. The program is expected to positively impact the high school completion, career pursuit, and life-shaping decisions made by the participants as they transition out of foster care. The protégés of the SEHP Real Men Teach program, a prospective male teacher mentoring program, along with staff members of the Teacher Education and Partnership Center proctored End of Grade tests at Walkertown Middle School on 5/29/13. Six persons proctored exams at the school. Protégés also read to fifty (50) children in four Head Start Pre-Kindergarten classrooms. They also delivered one hundred fifty (150) children books that they wrapped. A faculty member in the Department of Computer Sciences serves on the Board of Directors of Triad Math and Science Academy, a charter school located in Greensboro, NC. Two other Computer Science faculty members volunteered with the Winston-Salem/Forsyth County Schools RobotRun Competition which included competitors from all middle schools and one elementary school in the system. A Music Department faculty member served from September 2012 through April 2013 as a reading volunteer in the Bookworm Reading Program at Hall-Woodward Elementary School. A faculty member in the Department of English presented a workshop for GEAP UP North Carolina participants in Pamlico County Schools on May 27th. GEAR-UP, an acronym for Gaining Early Awareness Readiness for Undergraduate Programs, is a U.S. Department of Education grant program designed to increase the number of low-income students prepared for post-secondary education. A Physical Education faculty member provided a workshop on post-secondary education opportunities for 35 students at the Winston-Salem

Street School. Several sports camps were also held at the University during Summer 2012. The Youth Football Camp for children aged 6 to 16 was held on July 16th through 19th. The Lady Ram's Girls' Basketball camp for girls aged eight to eighteen was held on June 27th through June 30th. The RAMS Boys' Basketball Team Camp ran from June 15th through June 16th and the Boys' Basketball Individual Skills Camp for boys 6 to 16 years old ran from June 25th through June 29th. The Girls' Basketball Jamboree was held June 22nd to 23rd and the Girls' Individual Skills Camp for ages 8 to 18 was held June 18th to June 20th. The Softball Camp for children 10 years and up occurred June 24th to 27th. The Cheer Explosion Day Camp 2012 for ages 4-17 ran from July 9th through July 13th, and the SU America Middle and High School Cheerleading Team Camp ran from July 23th to July 27th.

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

The School of Education and Human Performance continued the Beginning Teacher Support and Assessment (BTSA) program which began in Spring 2012 as an initiative to bring more focus to the University's support of beginning teachers. The purpose of the program is to induct new teacher candidates into the profession, provide professional development and mentoring support for beginning teachers from WSSU, and conduct follow-up studies for the first two-year cycle for every cohort of new teachers. The program will rely heavily on technology integration using applications such as blogs, webpages, discussion boards, online newsletters, online surveys, and other technology applications. Discussion boards have been created and program mentors are currently developing online professional development activities for mentees. BTSA sponsored a *Words of Wisdom Panel* on Founder's Day, October 19th for current students. The panel consisted of small group question and answer exchanges between WSSU teacher preparation alumni and prospective teachers about teaching practice and teacher expectations. BTSA Beginning Teacher's Forums were held on November 30th and April 26th. The forums included a BTSA orientation for candidates completing programs with an invitation to participate in the full two-year mentoring program, sessions covering preparation for the first year, and program satisfaction data gathering. The November session also included sessions on meeting the challenges of being a teacher, building confidence, and a Make-it and Take-it workshop. The April forum included new teacher support sessions, a Make-it and Take-it workshop, and a lunch keynote address by Mr. Henry Pankey. Data collected from the forums in Fall 2011, Spring 2012 and Fall 2012 forums and from the 2012 Summer Institute was analyzed and used to identify areas for improving teacher preparation at WSSU. The Center for Mathematics Science and Technology Education in the College of Arts and Sciences sponsored four (4) teacher workshops during the academic year which were open to beginning teachers. The workshops given were (1) Water Quality for Science Teachers presented in August 2012 for 22 participants, (2) Social Media in Education presented in April 2013 to 6 participants, (3) Mathematical Practices to Assess Students' Learning-Minute by Minute also held in April 2013 for 9 participants, and (4) the Role of Justification: Reasoning and Proof held May 2013 for 7 participants.

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

The primary means by which Winston-Salem State University serves lateral entry teachers is through the offering of the Master of Arts in Teaching (MAT) degree program. The MAT allows lateral entry teachers to achieve an advanced degree and advanced licensure in the program area as well as the Professional I licensure. Some candidates complete requirements for initial licensure in Phase I and requirements for advanced licensure in Phase II. During Phase II

program candidates are expected to be employed in their own classrooms as they complete the Phase II requirements or may complete a 15-week MAT internship in a P-12 classroom as an option for fulfilling the classroom experience requirement of the MAT. The MAT is offered in Special Education, Middle Grades Mathematics, Middle Grades Language Arts, and Middle Grades Science. Twenty-two (22) MAT candidates continued enrollment through Spring 2013 and ten (10) candidates completed their programs of study. Lateral entry teachers who are not enrolled in the MAT may enroll in courses at WSSU as non-degree special students. These lateral entry teachers are not formally advised through the teacher education program at WSSU; however, some guidance on navigating the enrollment process is provided to them by the WSSU Teacher Education Advisement and Partnership (TEAP) Center. Lateral entry teachers were also able to attend the four professional development workshops offered by CMSTE during the academic year. Workshop topics were (1) Water Quality for Science Teachers, (2) Social Media in Education, (3) Mathematical Practices to Assess Students' Learning-Minute by Minute, and (4) the Role of Justification: Reasoning and Proof.

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

Career teachers may seek advanced licensure through the Master of Education program in Elementary Education. Candidates in this program deepen their knowledge of content and pedagogy through exploration of current theory and practice and develop further as reflective practitioners who model best practices based on current research and examination of their own practice. A key element of the program is candidate completion of a culminating action research project. In this project candidates implement research-based instructional strategies in their classrooms and use educational research methods to study the impact of these strategies on P-12 student learning. Five (5) career teachers were enrolled in the M.Ed. program in Elementary Education during the 2012-2013 academic year and two (2) candidates completed the program. WSSU also offers the post-baccalaureate add-on licensure program in Teaching English as a Second Language and the Master of Arts degree in Teaching English as a Second Language and Linguistics (TESL). The TESL programs provide specialized knowledge and skills that program candidates need to successfully teach English language learners in diverse academic settings. CMSTE presented a workshop in August 2012 on Water Quality for Science Teachers (22 participants), two workshops in April 2013 on Social Media in Education (6 participants) and Mathematical Practices to Assess Students' Learning-Minute by Minute (9 participants), and a workshop in May 2013 on the Role of Justification: Reasoning and Proof (7 participants). WSSU provided professional development workshops on the new state Common Core Standards through the NC QUEST Grant - Teachers' Effectiveness in Leading All Students to Mastery of the New State Common Core Standards in English/Language Arts and Mathematics. Thirty-three (33) teachers from two charter schools, Carter G. Woodson School of Challenge and Quality Education Academy, and from Forest Park Elementary School (Winston-Salem/Forsyth County Schools) participated in common core workshops during Summer 2012, Fall 2012, Spring 2013, and Summer 2013. The professional development focused on the new Common Core State Standards, pedagogy, diagnostic strategies, technology integration, and assessment related to literacy and math improvement for students, especially low-performing students.

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

The protégés of the Winston-Salem State University (WSSU) Real Men Teach mentoring program read to fifty (50) children in four Head Start Pre-Kindergarten classrooms and delivered

one hundred fifty (150) children books that they wrapped to the children. The WSSU Maya Angelou Institute (MAI) supported literacy development at-risk students through the Literacy Project. MAI donated books to forty-three (43) students in pre-K through third grade classrooms at Kimberley Park Elementary School to promote family reading. The book donations were supported by Barnes and Noble Booksellers and First Book. The Institute also co-sponsored YSPASH in collaboration with the Winston Lake YMCA and the Communities in Schools of Forsyth County for students at Kimberley Park Elementary School. Thirty (30) pre-k through grade 3 students from the school received instruction on swimming safety as part of the programs effort to close the gap in swimming knowledge and skills for children from African American and Latino communities. YSPASH was held the entire month of April 2013. A faculty member from the College of Arts and Sciences worked with the Bookworm Reading Program at Hall-Woodard Elementary School as a reading tutor from September 2012 through April 2013. An English Department faculty member participated in a GEAR UP North Carolina workshop in Pamlico County on May 27th. GEAR UP has a record of successfully increasing the graduation rate and post-secondary participation of low-income students in North Carolina. A Physical Education faculty member provided guidance on post-secondary education opportunities at a workshop on April 17th for 35 at-risk students at the Winston-Salem Street School. The Winston-Salem Street School is a member of the Street School Network, a non-public school network helping at-risk students overcome obstacles and succeed in school and life. Several of the camps hosted by WSSU provided academic enrichment and/or career awareness opportunities for students from under-represented populations. The GEMS (Girls Empowered by Mathematics and Science) program provided a program from Summer 2012 through Spring 2013 which included monthly enrichment activities and a week-long summer camp. Sixty middle and high school girls received enrichment in robotics, environmental conservation, aviation, and health sciences. The WSSU School of Business and Economics continued its partnership with the Departments of Social Services of Forsyth, Guilford, Durham, and Johnston Counties to sponsor TEAMUP (Teens Engaged in Aspiring Mentorships: An Uplifting Partnership), a mentoring program for 30 youth in foster care. During the week of 6/25/12 through 6/29/12, the program provided sessions on potential careers, small business start-up, and leadership and personal finance in an effort to positively impact the high school completion rates, career pursuits, and life decisions made by the participants.

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

i. All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23)

Undergraduate candidates receive instruction in effective integration of technology into curriculum and instruction through several courses, one covering computers and their use in education and the other emphasizing the actual integration of technology in typical P-12 settings. The course, EDU 2336 Introduction to Computers in Education, is an optional course which provides students with the relevant information and communication skills needed as a basis for learning the topics included in the EDU 4339 Integrating Media and Technology in P-12 Settings course. Candidates in the Master of Arts in Teaching take EDU 5300 Computers and Technology in Education. Teacher candidates in both EDU 4339 and EDU 5300 are taught to use the Technology Integration Planning (TIP) model, a research-based and well accepted model for planning and integrating technology in P-12 curricula and instruction. The TIP model has six phases: assessing technological pedagogical knowledge, determining relative advantages, deciding on objectives and assessments, designing integration strategies, preparing for instruction, and evaluating and revising integration strategies. Several assignments modeling real-life practices require candidates to use different kinds of software, hardware, and Internet-based resources to design, modify, evaluate, and integrate technology into instruction in ways that positively impact P-12 students' performances/achievements. Candidates complete assignments which simulate real-life use of technology for teaching, for managing classroom data, and for communicating with communities and families. Methods courses require that candidates incorporate instructional technology tools in their lesson plans as one of the teaching modes. Student teachers are also exposed by cooperating teachers to technology integration in many of the mentor classrooms during student teaching. However, recent completer surveys indicate that candidates desire more hands-on experience with integrating technology into their teaching prior to student teaching. The unit is currently developing a technology integration matrix indicating the assignments which include technology integration. The information gathered in this matrix will serve as a baseline for guiding structured improvement of technology integration training and experiences.

ii. Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724)

Candidates in the Elementary Education program complete three courses in reading instruction in preparation for teaching reading in elementary schools. Two courses, RED 3309 Teaching Reading in Elementary School (K-2) and RED 3310 Teaching Reading in Elementary School (3-6), provide instruction on methods and materials of teaching reading to students in the respective course grade ranges. The courses emphasize methods and materials for the individual student and their appropriate selection, development, and utilization of materials to promote reading development. RED 4312 Reading Assessment and Remediation develops facility in identifying reading disability factors and planning effective treatment programs. Elementary Education faculty members are reviewing the content of the program reading courses to assess the alignment of course content and assessment with the pedagogical skills required for the Common Core Standards and in the MTEL Reading test. Course improvements will be made during 2013-

2014 based on the assessment findings. In addition to the three required reading courses, candidates who take the optional 18-hour English as a Second Language second course of study may elect to take ESL 3308 Strategies for English Language Learners which introduces strategies for developing second language learners' reading and writing skill, academic language, and vocabulary. Candidates opting to complete the second course of study in Special Education may elect to take SPE 3336 Methods of Enhancing Reading Skills for Students with Special Needs. Undergraduate candidates in Special Education also take the reading courses RED 3310 Teaching Reading in Elementary School (3-6) and RED 4312 Reading Assessment and Remediation, as well as SPE 3336 Methods of Enhancing Reading Skills for Students with Exceptional Needs. Candidates in the Master of Arts in Teaching (MAT) program receive instruction on teaching reading in RED 6315 Literacy, diagnosis and Remediation for Exceptional Students. Elementary Education candidates receive instruction on teaching mathematics in the Methods and Assessment of Teaching Mathematics course. Undergraduate Special Education candidates receive instruction on teaching mathematics in SPE 3302 Methods and Materials of Teaching Math and candidates in the MAT receive instruction in the course Methods for Teaching Mathematics to Students with Special Needs.

- iii. Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.**

Candidates complete several assessments in reading instruction courses to demonstrate their acquisition of scientifically based reading instruction. Among the assignments completed are a personal philosophy paper on reading instruction; creation and micro-teaching of a game to demonstrate depth of content knowledge and teaching strategies for providing instruction on consonant and vowel phonemes; development of a thematic unit in social studies or science, which incorporates multiple literacy strategies; and field experience-based case studies incorporating use of reading assessment and remediation strategies. For assessment of requisite knowledge of mathematics instruction, candidates complete a teacher performance assessment portfolio which emphasizes academic language, lesson planning, instructional delivery, and assessment to ensure student learning. Elementary Education and Special Education faculty are developing a plan for ensuring that candidates are prepared for the new MTEL licensure exam. Faculty are reviewing the content and assessment format of the MTEL Reading exam and evaluating course content and assessment alignment with the exam. Early in the Fall 2013 semester, program faculty will create timelines for program revisions and assessments to ensure candidates have the requisite knowledge and skills to pass the MTEL exam.

- iv. Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724)**

Students enrolled in Elementary Education licensure programs take EDU 3315 Curricula, Lesson Planning, and Assessment. Students enrolled in this course are introduced to the use of formative assessment to assess student learning instruction and the use of summative assessment as a culminating evaluation of student learning. All undergraduate teacher preparation candidates take Educational Psychology in which they develop knowledge of and proficiency in using formative and summative assessment while completing the Impact on Student Learning Project. In this project, candidates complete a field experience-based project during which they provide instruction to a P-12 student or a small group of students. Candidates pre-assess students, monitor their progress during instruction, and then conduct a summative assessment of student learning. Additional instruction on formative and summative assessment occurs in methods courses. Elementary Education candidates are engaged in a supervised Pre-clinical Experience mentored by cooperating teachers with whom they will expect to complete their student teaching the following semester. Elementary candidates complete a class embedded teacher performance assignment in which they must include use of data to plan instruction, examples of formative assessment used during instruction, and a summative assessment of student learning. Elementary candidates then complete the edTPA teacher performance assessment which includes formative and summative assessment of student learning, during student teaching. Candidates completing the standards-aligned edTPA must demonstrate the knowledge and skills to facilitate learning for all students in real classrooms. All WSSU initial licensure, undergraduate, teacher preparation programs have agreed to implement the edTPA assessment. Stanford University developed and owns the edTPA which is promoted by the American Association of Colleges for Teacher Education and administered by Pearson. Candidates in the Pre-clinical Experience and Student Teaching receive instruction from their cooperating on the technology-based assessment systems in use in their host sites.

v. Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724)

Candidates in Elementary Education complete the course MUS 3211 Music Activities in Elementary Schools. Arts integration is the core of MUS 3211. Activities include construction and teaching of arts-integrated lesson plans across the curriculum, familiarity with arts integration research base, making connections between Essential Standards of Music and Core Curriculum Standards, development of basic musicianship skills, and attendance at children's symphony concerts.

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

The School of Education and Human Performance placed emphasis on continued implementation of the Beginning Teacher Support and Assessment (BTSA) program which began in Fall 2011. BTSA is a university faculty and staff led mentoring and professional development induction program designed to improve the performance of beginning teachers from WSSU during the first two years of teaching. BTSA activities during the academic year included a *Words of Wisdom Panel* on Founder's Day, October 19th and Beginning Teacher Forums on November 30th and April 26th. The *Words of Wisdom Panel* consisted of small group

question and answer exchanges between WSSU alumni and current prospective teachers about effective teaching practice and teacher expectations. The Beginning Teachers Forums included a BTSA orientation for candidates completing programs with an invitation to participate in the full two-year mentoring program, sessions covering preparation for the first year, and program satisfaction data gathering. The November session included sessions on meeting the challenges of being a teacher, building confidence, and a Make-it and Take-it workshop. The April forum included new teacher support sessions, a Make-it and Take-it workshop, and a lunch keynote address by Mr. Henry Pankey. The program will use technology applications such as blogs, web pages, discussion boards, online newsletters, online surveys, and other technology applications, to provide collaborative support for candidates and beginning teachers which will enhance their development of professional knowledge, skills, and dispositions. Mentors were hired during this academic year and are engaged in the development of online professional development modules.

Supplemental Information (Optional)

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

Winston-Salem State University continues to focus on efforts to increase Praxis I and Praxis II pass rates. The WSSU Teacher Education Advisement and Partnership (TEAP) Center supports many of these efforts through the advisement provided by a Pre-admission Advisor, a Retention Advisor, and the Licensure Officer. TEAP assists pre-admission students in developing Praxis I Action Plans that outline academic skills developmental for students to follow. Students may also participate in Project PASS (Peer Advanced Success Strategies) which provides self-directed group tutorial sessions for students preparing for Praxis I. In addition to these tutorials, students may attend skill building workshops in mathematics, reading and writing. Admitted candidates are encouraged to create and complete Praxis II Action Plans and to participate in Blackboard based tutorials addressing the content of the Praxis II exams. Blackboard tutorials are available for all areas except Music Education. In addition to these tutorials, workshops on the Elementary Education and Special Education tests are provided each semester. A total of four (4) Saturday workshops were held serving over 16 participants. Workshops gave a comprehensive overview of the Praxis II exams, reviewed content knowledge, and provided test taking strategies for multiple choice and constructed response questions. Praxis I Fast Track was designed (Summer 2012) as a four-week accelerated hybrid course that encompasses face to face workshops in addition to Blackboard components that include pre-and-post assessments, video tutorials, and valuable coaching in reading, writing and mathematics. TEAP is also continuing a writing improvement initiative begun in Fall 2011 for students. The initiative involves one-on-one writing coaching for candidates by WSSU faculty members.

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

The School of Education and Human Performance continued multiple efforts to attract potential candidates to its initial and advanced licensure programs. Candidate recruitment was given additional emphasis by increasing the contract hours for the part-time SEHP recruiter. The additional hours provided more time for making school visits, attending school college fairs, recruiting on community college campuses for potential 2+2 teacher education program candidates, updating program brochures, and collaboration with the campus recruiters. SEHP also has pre-admission and retention advisors in the TEAP Center who advise pre-admission students and provide developmental support activities, such as Praxis I workshops and online

tutorials, to assist candidates in developing the competencies needed to meet program admission requirements.

Students at WSSU do not declare a major until the latter half of the sophomore year when they near completion of the 60-hour general education (GenEd) core. In order to facilitate the advancement through programs within the expected four-year timeline, several required introductory teacher preparation courses have been modified to meet GenEd learning outcomes and are among the GenEd course offerings. Two such courses are EDU 1301 CSI: Critiques in Societal Issues (formerly the teacher prep focused Freshman Seminar) and EDU 2334 Education, Culture and Society (formerly Philosophical, Sociological, and Historical Foundations of Education). Programs have also created major advising outlines for general education advisors which provide guidance on the general education courses that are required for teacher preparation programs. In addition, several faculty members in teacher preparation serve as general education advisors for freshmen and sophomores, which affords faculty the opportunity to have contact with students prior to declaring a major.

Both the Master of Arts in Teaching (MAT) and the M.Ed in Elementary Education programs offer graduate assistantships as a means of attracting candidates into the programs. They have also revised their programs to facilitate full-time candidate enrollment. WSSU also offers a STEM fellowship for students in STEM related fields of study for which candidates in the Master of Arts in Teaching may be eligible. The School of Education and Human Performance also publishes the *Educere* magazine which highlights programs and activities, as well as faculty and students of the School. Program brochures were distributed at open houses, career fairs, and the university's Academic Majors Day. During the Academic Majors Day, lower division students circulate through the open house styled event to obtain program information and talk with program representatives about program opportunities in preparation for declaring their upper division majors.

SEHP also supports enrichment programs that increase the interest of 8-12 grade students in mathematics. These programs include the GEMS – Girls Empowered by Math and Science academic enrichment program, the NC-MSEN (North Carolina-Mathematics and Science Education Network) Pre-college Program, the North Carolina Mathematics (Algebra II & Comprehensive) Contest, the Elementary Mathematics Invitational, and the WSSU STEM Day.

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

In addition to the efforts summarized in Section J, Winston-Salem State University offers the Real Men Teach mentoring program as a means of recruiting and retaining males in teacher education. The purpose of RMT is to enhance the total preparation of male “teacher leaders” through leadership training, limited financial support, social development activities, mentoring, individual coaching, and personal enhancement activities. The RMT Protégé’s also participate in community service activities and receive book stipends for students meeting specified success criteria. The Program participants have participated in the following activities: study and travel abroad experiences, Carnegie Hall performances, the Thurgood Marshall College Fund’s Teacher Quality and Retention program, the Campus Ambassador program, the Uncommon Schools Summer Teacher Fellowship program, honor societies, fraternities, the Student North Carolina Association of Educators (SNCAE), various leadership councils and executive boards, the WSSU Strategic Planning Committee, WSSU Ramdition freshman orientation, WSSU

marching band and choirs, Student Government Association positions, leadership seminars, the Christmas social, a Head Start Child Development Center service project, The Barber of Seville opera performance, the Dr. Martin Luther King Jr. Scholarship Gala, and the Effective Verbal Communication seminar. Eighteen (18) new Protégés were inducted in the Spring 2013 Induction Ceremony.

About 54% of the Winston-Salem State University student population declares minority status. Thus, the overall student population provides a large pool of potential minority teacher preparation candidates. Teacher preparation programs are able to have more contact with a larger student audience by offering courses within the general education core. Students completing the general education requirements may choose to take one of several general education courses that are housed in teacher preparation. In addition to developing competencies that meet the general education requirements, students are also exposed to theories, skills, and issues that are relevant to pre-K – 12 education. These courses expose students to education issues, and may increase students' interest in becoming teachers, and thus positively impact the number of students completing majors in teacher preparation. Recruitment of potential candidates occurs at Academic Majors Fairs where freshmen and sophomores circulate to program booths to obtain information about programs and program related career options prior to declaring a major. The TEAP Center works with those candidates who have self-identified as prospective teacher education majors by providing pre-admission and retention advisement beginning in the sophomore year. TEAP encourages students to complete the Praxis I sample assessments to identify areas where students may need to participate in supplemental instruction activities including face to face workshops held on Saturdays. Project PASS (Peer Advanced Success Strategies) was designed to support students helping students. The overall aim is to strengthen the foundation upon which to build teaching skills and to develop the dispositions expected of excellent educational professionals.

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

A Special Education faculty member is the Principal Investigator of a \$957,797 grant to improve the cultural competence of the early childhood workforce. The grant was awarded by N.C. Department of Health and Human Services' Division of Child Development and Early Education. It is being funded from the \$70 million that North Carolina received from the federal Race to the Top Early Learning Challenge program which is designed to promote innovation and reform in early care and education. The overall goal of the WSSU Cultural Competence Breakthrough Series Collaborative (CCBSC) is to improve the cultural competence of the early childhood workforce in order to develop and strengthen culturally responsive teaching practices, culturally inclusive program policies, and respectful, strength-based engagement with families. The collaborative will include a cross-cultural group of teachers, parents and community leaders, Winston-Salem State University education majors, as well as emerging and experienced early childhood leaders, center administrators and staff from the state Division of Child Development and Early Education. Specific goals include the following:

- To create a network of skilled, knowledgeable and effective personnel to support the dissemination, application, and sustainability, of Culturally Competent Best Practices (CCBP) in Early Childhood Education (ECE) programs and home centers throughout NC
- To develop a Collaborative Goals Framework (Phase 1) that informs the CLC curriculum

- To develop a comprehensive and responsive CLC curriculum that focuses on cultural awareness, knowledge, sensitivity to cultural patterns and behaviors, and cultural competence skill development
- To ensure opportunities for maximum face-to-face participation in collaborative learning and undertake critical background work around cultural competence and implementation
- To strengthen the ability of teachers, programs and agencies to offer high quality, culturally and linguistically responsive teaching that enhances learning and family engagement and to develop and implement policies that facilitate Culturally Competent Best Practices (CCBP)
- To engage participants in collaborative work that facilitates practice, application, and evaluation of new skills and that implements the Small Test of Change to remove barriers to problem-solving.
- To implement innovative use of technology to accelerate learning

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	18	Black, Not Hispanic Origin	51
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	7
	Other	1	Other	
	Total	25	Total	59
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	1
	Other		Other	
	Total	4	Total	2
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	
	Total	1	Total	3
Licensure-Only	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	
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	
	Total	1	Total	6

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		0
Elementary (K-6)		0
Middle Grades (6-9)		2
Secondary (9-12)		0
Special Subject Areas (k-12)		2
Exceptional Children (K-12)		1
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other (undetermined program area)		4
Total	0	9
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 not enrolled in the aforementioned programs receive their programs of study through the Regional Alternative Licensing Center. WSSU provides limited services through the Teacher Education Advisement and Partnership Center in the School of Education and Human Performance to lateral entry teachers about the process for enrolling at WSSU to take courses. Persons included in this table are only persons who are enrolled in courses restricted to program candidates who have not been formally admitted to teacher preparation.		

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

	Baccalaureate
MEAN SAT Total	1,160
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	525
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.25
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)	1	2		
Elementary (K-6)	6	15		1
Middle Grades (6-9)	2			
Secondary (9-12)	1	4		
Special Subject Areas (K-12)	5	5	2	1
Exceptional Children (K-12)	3			
Vocational Education (7-12)				
Special Service Personnel				
Total	18	26	2	2
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	18	100
Special Education: General Curriculum	3	*
Institution Summary	21	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	20	10	9	2	2	
U Licensure Only	2	1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree					1	
U Licensure Only				1		
Comment or Explanation:						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	46	98	54
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	456
Charlotte-Mecklenburg Schools	128
Guilford County Schools	98
Wake County Schools	67
Davie County Schools	40
Durham Public Schools	36
Surry County Schools	29
Stokes County Schools	28
Cumberland County Schools	25
Davidson County Schools	24

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
19	1	8