

choice. All interested students are provided the full range of materials, opportunities, and services offered by the School of Education.

**H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.**

Arts faculty completed plans for an Academy of Music, Drama, and Art at Wingate University to be implemented during the 2000-2001 academic year. The academy will offer instruction in these three areas after school hours to public school students and to the community. Also, plans were completed for a series of arts events for elementary children and their parents. Performances will be in the Batte Fine Arts Center on Saturday mornings beginning fall semester.

**I. Brief description of programs designed to support beginning teachers.**

While no formal program exists, faculty members of the Wingate University School of Education are available to assist graduates in their first positions. Before seniors leave campus, the first year experience is discussed with suggestions on how to work with a mentor. Graduates have the phone numbers and e-mail addresses of each faculty member. Support activities have included classroom visits, phone calls, and providing resource information (materials on loan). The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are also available to support beginning teachers.

**J. Brief description of programs designed to support career teachers.**

School of Education faculty readily respond to requests for assistance from teachers and administrators in area schools. Services have included helping principals and teachers write grants, providing workshops on peer coaching, and assisting with development of curriculum guides. Teachers working toward National Board Certification have been assisted by reviewing materials and answering questions. Teacher education faculty have been active as leaders and presenters in organizations such as Delta Kappa Gamma (Alpha Zeta International Society), an honorary association of women educators which includes public school teachers and administrators. Art Education faculty presented a program on "Words in Art" and "Writing about Art." Art faculty also presented a workshop on mixed media for the North Carolina Art Education Conference, a workshop titled "Using Art Projects to Build Self-confidence in the Young Child" for the NCAEYC, and presented a guest lecture on "Louis Comfort Tiffany" at the Mint Museum of Art in Charlotte. Audiences for these presentations included art educators and supervisors, administrators, and classroom teachers. Physical education faculty made a presentation on "Playground Safety" at the national conference of the American Alliance of Health, Physical Education, Recreation, and Dance. Spanish faculty presented a workshop for Spanish teachers and made a presentation on bilingual education in Puerto Rico at the FLANC annual conference. The director of the Wingate University Theatre provided workshops on the inclusion of drama in classroom instruction for Union County teachers. The music department presented a jazz clinic for area band directors and students with guest artist and clinician Mark Levine. Science Faculty coordinated presentations at Wingate University by Project Wild and Project Catch; local teachers were invited to attend and received renewal credit for participation. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are available to all teachers.

**K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?**

All School of Education faculty and many in the College of Arts and Sciences are involved in substantive ways with the public schools. Teacher education faculty served on teams for evaluating programs, improving peer coaching, and improving reading programs. Teacher education faculty serve as liaisons to coordinate field experience and student teacher placement in area schools. Teacher education students wrote children's books and with their education professor conducted an "Author's Tea" at Wingate Elementary School. Physical Education faculty and students conducted a service learning project at Wingate Elementary School called "Wingate Buddies" in which university students helped pre-kindergarten children develop their motor skills. Science faculty presented the keynote address at Monroe Middle School's PTA Science and Math Night. Art Education faculty have served as adjudicators for Scholastic Awards, an art competition for middle school and high school

students from North Carolina and Virginia, and developed evaluation worksheets to be used by public school students as they viewed the Betty La Duke exhibit "Africa: Between Myth and Reality." Music Education faculty served as adjudicators for district NCMEA band and choral festivals. The Wingate University Theatre director booked and managed a tour of Children's Theatre Productions for three area elementary schools, volunteered as a storyteller, and presented a program involving creative books and storytelling. A sociology professor proctored end-of-grade testing at Piedmont Middle School and provided a program for two middle schools on how mathematics is used in her career. A member of the Sports Sciences faculty spoke to a high school conference in South Carolina about athletic training as a profession. Mathematics faculty served as judges in the annual Math Contest, and education faculty and students judged the Writing and Art Contest for Anson County Schools. Many faculty served as judges for the annual Shakespeare Recitation Contest.



## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in professional education programs leading to licensure.

FULL-TIME STUDENTS				
	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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	30
	Other		Other	
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>31</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Graduate	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	
	<b>Total</b>		<b>Total</b>	

PART-TIME STUDENTS				
	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	
	<b>Total</b>		<b>Total</b>	
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	
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	24
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>25</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number Requesting Program of Study Leading to Licensure</b>	<b>Number Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)			
Elementary (K-6)	2	2	2
Middle Grades (6-9)	1	1	
Secondary (9-12)	1	1	
Special Subject Areas (K-12)	2	2	
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>6</b>	<b>6</b>	<b>2</b>

**COMMENT OR EXPLANATION:**

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

	<b>Baccalaureate</b>	<b>Master's</b>
<b>MEAN PPST-R</b>	179	
<b>MEAN PPST-W</b>	174	
<b>MEAN PPST-M</b>	179	
<b>MEAN CBT-R</b>	329	
<b>MEAN CBT-W</b>	327	
<b>MEAN CBT-M</b>	328	
<b>MEAN GPA</b>	3.33	3.23
<b>MEAN MAT</b>		48
<b>MEAN GRE-TOTAL</b>		1505
<b>MEAN NUMBER OF YEARS TEACHING EXPERIENCE **</b>		NA
<b>NUMBER EMPLOYED IN NC SCHOOLS **</b>		NA

\*\* At time of admission to the master's program.

**D. Program completers (Reported by IHE)**

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
<b>N = # Completing</b> <b>NC = # Licensed in NC</b>								
Prekindergarten (B-K)								
Elementary (K-6)	8	3			12	12		
Middle Grades (6-9)	1	1						
Secondary (9-12)	1	1						
Special Subject Areas (K-12)	10	2						
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
<b>Total</b>	<b>20</b>	<b>7</b>			<b>12</b>	<b>10</b>		

**COMMENT OR EXPLANATION:**

\*\* Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	14	93
English (9-12)	1	*
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)		
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	1	*
Mathematics (9-12)		
Music (K-12)	2	*
Physical Education (K-12)	1	*
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	2	*
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	21	100
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		



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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	9	9	3			
U Licensure Only						
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Master's degree	1 *	1 *	5 *	2 *	4 *	
G Licensure Only						

**COMMENT OR EXPLANATION:**

\* Counts summer as a semester.

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	23	91%	74%

**H. Top 10 LEAs employing teachers affiliated with this college/university.**

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Union	155
Stanly-Albemarle	55
Anson	52
Charlotte-Mecklenburg	26
Cabarrus	11
Richmond	10
Rowan	9
Iredell-Statesville	8
Gaston	7
Mooreville City	6

**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.**

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.20	3.83	3.57
preparation for managing the classroom	3.14	3.50	3.71
preparation for using technology as an instructional tool	2.57	3.50	3.43
preparation for meeting the needs of diverse learners	3.17	3.33	3.57
preparation in curriculum content and delivery strategies	2.86	3.67	3.71
Number of surveys received	7	6	7
Number of surveys mailed	17	17	17

**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
5	4	4





# **IHE Performance Report**

**1999-2000**

**Winston-Salem State  
University**



**IHE Performance Report**  
**Winston-Salem State University**  
**1999-00**

**Overview of the Institution**

Winston-Salem State University, WSSU, was founded as the Slater Industrial Academy on September 28, 1892. In 1897, it was chartered by the state as the Slater Industrial and State Normal School. From the beginning, the school has insisted on the vital importance of training elementary school teachers. In 1925, the General Assembly of North Carolina recognized the school's leadership in this field and granted the school a new charter, extending its' curriculum above high school and changing its name to Winston-Salem Teachers College. Winston-Salem Teachers College became the first Negro Institution to grant degrees for teaching in the elementary grades in 1928. The Nursing School was established in 1953, awarding graduates the degree of Bachelor of Science. The basic nursing program covers four years of study with equal emphasis on academic and professional education. (Say something about the passing rate of students on the National Board exam). In 1957, the North Carolina General Assembly authorized the expansion of the curriculum to include secondary education and any other specific types of training as directed and determined by the State Board of Higher education. A statue designating Winston-Salem Teachers College as Winston-Salem State university received legislative approval in 1969. On July 1, 1972, Winston-Salem State University (WSSU) became one of 16 constituent of the University of North Carolina.

**Special Characteristics**

Winston-Salem State University is a historically Black urban institution. This institution is located on 94 acres in Winston-Salem, Forsyth County, North Carolina, a city of 173,530 residents; 289,794 for the county. This striving Twin City is part of the Piedmont Triad, which encompasses the neighboring cities of Greensboro and High Point. The Triad is one of the most heavily populated and most rapidly growing Metropolitan Statistical Areas between Washington, DC and Atlanta. Winston-Salem State University has an established accredited Teacher Education program. The Teacher Education program at Winston-Salem State University has programs for lateral entry and certification only teachers.

**Program Areas and Levels Offered**

The programs for the preparation of teachers represent a cooperative effort by all departments involved in teacher licensure. The Teacher Education Committee monitors the cooperative effort. There are four major areas of study in the teacher education program. Those programs which are included are 1) core curriculum, 2) specialty area, 3) professional studies, and 4) the second course of study for elementary, physical education or two areas of concentration for middle grades education. All education majors are required to take a specific number of courses in each area. The core curriculum comprises courses from the university curriculum. Professional studies include courses directly related to the profession of teaching. The area of specialty studies includes pedagogy designed to build a knowledge base in theory and practice appropriate for a given academic area or grade level (e.g., English education, elementary education) and (where required) for the second course of study.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

**A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).**

The following is a brief summary of collaborative activities with the public schools. The public school teachers are involved in the Model Clinical activities and in the Effective Teachers Training program. Adjunct clinical professors are active participants in program design. They attend meetings on a regular basis for briefings on expected competencies for programs and how programs are assessed. Adjunct clinical professors also attend orientation sessions at the beginning of each semester. Winston-Salem State University's School of Education is actively involved in the partnership of its Professional Development Schools. Konnoak Elementary School has faculty members serving as school-based supervisors for student teachers; teachers working in the Model Clinical Program; the

school-based supervisor has contributed to an article on "Yearlong Student Teaching Experience: A pilot study." The article was submitted to the North Carolina Journal of Teacher Education (NCJTE). With a financial contribution from the Incentive Grant, the School of Education has helped to create a computer lab at Konnoak Elementary School. The lab is used for staff development for preservice and inservice teachers as well as for parents. Members of the Konnoak staff have also participated in several of our Induction Program activities for first year teachers. Several of Philo's Middle School's first year teachers have been active participants in the Induction programs. The first year teachers have received CEUs for their participation. In addition, the School of Education has help to create a computer lab at Philo through financial assistant from the Incentive Grant. The computer lab is being used as part of our preservice and inservice staff development. Parkland High School, another one of our PDS sites, has worked collaboratively with the School of Education over a seven-year period. Over this period of time, the staff at Parkland High School has created a stimulating environment for our preservice students in early field experiences and for our student teachers. In collaboration with Parkland, a computer lab will be created with Matching Incentive Grant funds to improve the reading of 9th graders who are reading below grade level. Staff development activities will be extended to both preservice and inservice teachers with assistant from WSSUs technology person and the technology person at Parkland High School. The School of Education is currently working with Ashley Elementary School on a staff development pilot study, based on Direct Instruction. Ashley Elementary School's theme is Accelerated Learning. Results of the pilot will be reported next year (2000/01). The Direct Learning process is a model which will enhance classroom presentations; implement theory into practice; and assess competencies implemented in the curricula. Winston-Salem State University's faculty members, from the Department of Education, took PRAXIS II exams during the Fall semester of 1999. Faculty members took Specialty examinations in the following areas: Elementary Education, Social Studies, Music and Physical Education. This initiative was identified in our 1999 Incentive Grant. Based on last year's planning activities for National Education Week, the teachers.

**B. Brief description of efforts to assist low-performing schools.**

Winston-Salem State University's School of Education is working with four schools to assist them in grant writing, field experiences, and after-school tutorial sessions. Several of the faculty members are mentoring students at these schools. Regular scheduled meetings have been set up, for this academic school year, to plan with school faculty activities which university faculty will assist them. Student teachers will be assigned to these schools as well.

**C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.**

There are several activities which preservice/inservice teachers are actively involved. These activities are as follows:

- Student Teachers creating electronic portfolios i.e., in Responsive Pedagogy,
- Teacher education majors are implementing advance technology competencies in their portfolios,
- University faculty members have created online courses and will continue to do so until all professional courses are online (web-based or web-assisted),
- Faculty members are aligning basic and advance technology competencies with objectives in their syllabi, and
- Preservice and inservice teachers are working collaboratively in technology workshops to enhance their technological skills and to introduce technology programs to students.

**D. Brief description of efforts to serve lateral entry teachers.**

The effort to serve lateral entry teachers are 1) to put in place a program of study for Summer 2001; and 2) to continue to implement a mixed delivery of courses for students who are presently in Yadkin, Forsyth, Wilkes, Surry and Mitchell counties. A 2+2 program will be implemented in Wilkes, Surry and Mitchell counties. Faculty in the School of Education will work on the 2+2 program's "permission to plan" process this academic year.

The following modules are proposed for a six-week summer session which will begin Summer 2001. The six-week summer session program is designed for Middle Grades Education candidates. There

will be blocks of integrated courses per semester; evening as well as Saturday courses will be offered. An example of courses is as follows: Module I-Morning Summer Schedule EDU 2304 Soc., Hist., Philo. Of Educ. 3 Semester Hours MGE 3201 The Middle School 2 Semester Hours MGE 3101 Middle Grades Practicum I 1 Semester Hour SPE 3200 Exceptional Child. In the Reg. Class 2 Semester Hours EDU 2104 Introduction to Education 1 Semester Hour Total 9 Semester Hours This module will give the students an overview of education and the middle school. Module II-Afternoon Summer Schedule MGE 4201 Emerg. Adoles. In the Sch. Setting 3 Semester Hours MGE 4101 Middle Grades Practicum II 1 Semester Hour PSY 3302 Psy. Of Adoles. & Early Adulthood 3 Semester Hours EDU 3336 Educ., Media/Computers in Educ. 3 Semester Hours Total 10 Semester Hours This module will go into more depth about who the middle grade student is and how to teach that student. Module III- Fall Weekend Schedule EDU 4338 Psychological Found. Of Education 3 Semester Hours MGE 4350 Methods of Integrative Teaching 3 Semester Hours RED 4362 Methods/Mat'l's in Rdg. Instr. (MGE) 3 Semester Hours Total 9 Semester Hours This module will be a hands-on, real life experience' for the students. The products and projects they learn about and develop in class will be implemented in a classroom. Faculty members will team-teach the courses and combine the goals and competencies in order to integrate the courses and assignments. The expectation will be that the students who complete these modules will develop a portfolio that will include products and projects that are directly related to the North Carolina Standard Course of Study for Middle Grades and the North Carolina Technology Competencies for Educators. There is shortage of teachers across disciplines. We will focus on recruiting candidates for middle grades education. Within the next year, we will implement the same type program for elementary education and special education candidates. The faculty developed a portfolio assessment seminar that has undergone a successful pilot test. This seminar allows lateral entry teachers to demonstrate the mastery of competencies without sitting through courses that may prove to be unnecessary.

**E. Brief description of special efforts to improve NTE/Praxis scores.**

Faculty members in the School of Education have taken examinations in the areas of elementary education, social studies, music and physical education. They have a better understanding of competencies needed in these areas. Those competencies will be included in course syllabi in the four identified areas. During Fall 2000, a cohort of faculty members and master teachers from various Forsyth County schools, will participate in creating a database for screening exams which students are required to take before the actual PRAXIS II examinations. A series of questions will be collected from PRAXIS II Tests-At-A-Glance series, from textbooks, and from literature gathered from national organizations such as social studies, math and reading. The screening exams for education majors will be implemented in the Fall semester of 2001. All education majors must pass the screening examination before the first semester of their senior year.

**F. Brief description of special efforts to recruit students into professional programs leading to licensure.**

The School of Education is very much aware of the teacher shortage in the state of North Carolina and throughout the nation. Presently, the School of Education is involved in working with those individuals who are seeking licensure in education. We have recruited over 132 teacher assistants, from Forsyth and Yadkin counties, who are interested in pursuing a four-year degree and certification in education; and over 158 certification only/lateral entry candidates are enrolled in education programs at Winston-Salem State University from various other counties. We have expanded our boundaries to Stokes, Surry, Wilkes, Davie, and Davidson counties in our efforts to recruit prospective teachers. Several online courses are offered to individuals at the different sites. Our future plan is to hire adjunct faculty at each of the sites.

**G. Brief description of special efforts to encourage minority students to pursue teacher licensure.**

There were 22 ninth, tenth and eleventh grade students participating in our Coalition for Educational Leadership and Learning + (CELL+): A University-School Teacher Education Partnership. CELL+ is comprised of four key elements. They are as follows: Recruitment: By the year 2003, to increase by 30% the number of minority teachers that are initially prepared by WSSU; Initial preparation: To enhance continued collaborative teacher preparation through earlier and extended field experiences; Induction: To increase retention rates of all first-year teachers; and Continuing professional



development: To enhance professional development by capitalizing on institutional strengths. During this academic school year, the advisory board of CELL+ will discuss recommendations of furthering our activities to recruit minority students to pursue teacher licensure. One recommendation is to recruit students in their tenth grade year to participate in the CELL+ program over a three-year period. Guidelines will be in place based on expectations. During their senior year, students will apply for early admission to Winston-Salem State University. Once the students have been accepted for a four-year term, they will be awarded a one-time, \$2000.00 scholarship. With recommendations from the advisory board, this would be a great recruitment effort for high school students.

**H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.**

The School of Education has created a Learning Plus site at Wilkes Community College. Learning Plus is a computer-assisted tutorial program for PRAXIS I. Wilkes Community College is one of our Distance Learning site. Students will be able to prepare for PRAXIS I and pass the test before entering Winston-Salem State University as a junior. Another initiative we have in place is our Teacher-in-Residence (Coach-to-Coach) position. The Teacher-in-Residence has several responsibilities. Those responsibilities include: 1) to be a facilitator of activities related to our Induction Program (First-year teachers; 2) to be a presenter in various classroom situations which she would share information with students about the Performance-based Licensure program and other educational topics; 3) to develop and distribute program materials focused on effective coaching skills and portfolio development; and 4) to serve as a liaison between Winston-Salem State University and the North Carolina schools. The Dean of the School of Education worked with DPI on the federal IHE report, with UNCGA Advisory Committee for the State Catalyst Technology grant, and the advisory committee for the State IHE report card. The Dean of the School of Education is actively involved in the Safe Schools/Healthy Students project in the Winston-Salem/Forsyth County School district. The Dean helped to develop the assessment and evaluation instrument for this nationally recognized project. The School of Education is partnering with Wake Forest University and the local school system in this endeavor.

**I. Brief description of programs designed to support beginning teachers.**

As an ongoing process, the Department of Education sponsors Induction Programs for first-year teachers during each academic school year. First-year teachers engage in open dialogue, roundtable discussions, and technology sessions. Several topics are covered during the Induction Program (two sessions per semester). Some of those topics are as follows: classroom and behavioral management, students assessment (learning outcome), diversity, and the use of technology such as NCLive and NCLearn. The first-year teachers are responding well to the type of program the Department of Education has in place for them. Continuing Education Units (CEUs) will be awarded to first-year teachers who attend the sessions. First-year teachers who are not graduates of Winston-Salem State University are encouraged to participant in our Induction programs.

**J. Brief description of programs designed to support career teachers.**

There are ongoing activities to support career teachers in the local school district. Technology specialists at Winston-Salem State University conducted workshops on "Microsoft Encarta Africana and Curriculum Cultural Infusion" for teachers in the Winston-Salem/Forsyth County School district. Microsoft Encarta Africana is a very rich resource for self-paced learning, drill and practice, spaced practice and review, and various other cognitive factors inherent with the software. Career teachers and students encountered opportunities to witness streaming video, digital audio, text imaging, graphic imaging, and 3-D motion graphics. There are three identified Professional Development Schools in the local school system which the School of Education technology specialist had presented workshops to career teachers on how to integrate technology into curricula. Career teachers have been involved in workshops which parents were involved as well. The career teachers were able to interact with parents in the learning process. Also, career teachers were trained on how to use technology effectively for diverse student populations. Workshops are part the teachers staff development activities.

**K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?**

Faculty members, in the School of Education and the School of Arts and Sciences, have done volunteer work in classrooms in the public school system. Their volunteer work consisted of 1) presentations to teachers and students on what is considered to be best practices in the classroom; 2) technology workshops; 3) discussions on Direct Instruction; and 4) assistance in grant writing. These are just a few of the many activities faculty members are performing in the local school district (Winston-Salem/Forsyth County School district). There are four professors who are teaching methods classes, at four different sites in the local school district. Those method classes are taught by faculty in the School of Education and faculty from the College of Arts and Sciences. Faculty members are also in the local school system to supervise students who are involved in early field experiences. Faculty members from the School of Health Sciences have been actively involved in the public school setting. Presentations of science projects and discussions on health-related issues have been a part of health awareness for teachers, staff and students at various schools. In addition to public school involvement, faculty members have collaborated with staff at Bowman Gray's School of Medicine on a Think First proposal to prevent spinal cord injuries in young children. Faculty members have also supervised students' early field experiences.



## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in professional education programs leading to licensure.

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	24	Black, Not Hispanic Origin	32
	Hispanic		Hispanic	
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	24
	Other		Other	
	<b>Total</b>	<b>36</b>	<b>Total</b>	<b>56</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>6</b>
Graduate	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	
	<b>Total</b>		<b>Total</b>	

PART-TIME STUDENTS				
	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	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	20
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	32
	Other		Other	
	<b>Total</b>	<b>29</b>	<b>Total</b>	<b>55</b>
Graduate	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	
	<b>Total</b>		<b>Total</b>	

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number Requesting Program of Study Leading to Licensure</b>	<b>Number Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	9	7	7
Elementary (K-6)	73	33	33
Middle Grades (6-9)	47	11	11
Secondary (9-12)	60	10	10
Special Subject Areas (K-12)	32	7	7
Exceptional Children (K-12)	62	16	16
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>283</b>	<b>84</b>	<b>84</b>

**COMMENT OR EXPLANATION:**

Number of candidates who have been issued program of study 84.

Number of candidates admitted to Teacher Education during academic year 46.

Number of completers in program 52.

Total 182.

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

	<b>Baccalaureate</b>	<b>Master's</b>
<b>MEAN PPST-R</b>	180	
<b>MEAN PPST-W</b>	177	
<b>MEAN PPST-M</b>	179	
<b>MEAN CBT-R</b>	326	
<b>MEAN CBT-W</b>	322	
<b>MEAN CBT-M</b>	321	
<b>MEAN GPA</b>	3.10	NA
<b>MEAN MAT</b>		NA
<b>MEAN GRE-TOTAL</b>		NA
<b>MEAN NUMBER OF YEARS TEACHING EXPERIENCE **</b>		NA
<b>NUMBER EMPLOYED IN NC SCHOOLS **</b>		NA

\*\* At time of admission to the master's program.

**D. Program completers (Reported by IHE)**

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
N = # Completing NC = # Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)								
Elementary (K-6)	30		2					
Middle Grades (6-9)	4							
Secondary (9-12)	8							
Special Subject Areas (K-12)	5		2					
Exceptional Children (K-12)	5		1					
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
<b>Total</b>	<b>52</b>		<b>5</b>					

**COMMENT OR EXPLANATION:**

\*\* Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.



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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)	1	*
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	23	78
English (9-12)	1	*
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	2	*
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	1	*
Mathematics (9-12)		
Music (K-12)	1	*
Physical Education (K-12)	6	67
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)	1	*
Social Studies (9-12)		
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled	5	20
Tching Visually Handicapped		
Technology Education		
PK/PLT	40	90
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	26	8	7	8		
U Licensure Only		1				
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only				2	5	
Master's degree						
G Licensure Only						

**COMMENT OR EXPLANATION:**

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	52	87%	85%

**H. Top 10 LEAs employing teachers affiliated with this college/university.**  
 Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Forsyth	502
Charlotte-Mecklenburg	133
Guilford	76
Wake	48
Durham Public	39
Stokes	26
Rockingham	25
Cumberland	25
Surry	20
Halifax	19

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

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.17	3.33	3.50
preparation for managing the classroom	3.00	3.00	3.33
preparation for using technology as an instructional tool	3.29	2.50	3.44
preparation for meeting the needs of diverse learners	3.00	3.00	3.00
preparation in curriculum content and delivery strategies	3.43	3.00	3.33
Number of surveys received	7	8	9
Number of surveys mailed	37	37	37

**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
13	6	5





## Rewards and Sanctions Points

Institution	National Accred.	State Accred.	PK/PLT	Specialty Area Exams	ILP	Program Satisfaction/ Completers	Technology Completers	Employer Satisfaction
Appalachian State University	10	15	10	10	10	10	5	10
Barton College	10	10	10	5	10	5	0	5
Belmont Abbey College	10	15	5	10	10	10	10	10
Bennett College	10	15	10	*	10	10	10	10
Campbell University	10	15	10	10	10	10	5	10
Catawba College	10	15	10	5	10	10	5	10
Chowan College	10	15	10	10	10	10	10	10
Davidson College	10	15	10	10	10	10	10	10
Duke University	10	15	10	10	10	10	10	10
East Carolina University	10	15	10	5	10	10	5	10
Elizabeth City State University	10	15	10	10	10	10	10	10
Elon College	10	15	10	10	10	10	5	10
Fayetteville State University	15	15	10	5	10	10	0	10
Gardner-Webb University	10	15	10	5	10	10	10	10
Greensboro College	10	15	10	10	10	10	10	10
Guilford College	10	15	10	10	10	10	0	10
High Point University	10	15	10	10	10	10	0	10
Johnson C. Smith University	10	15	5	0	10	10	10	10
Lees-McRae College	10	15	5	10	10	10	10	10
Lenoir-Rhyne College	10	15	10	10	10	10	10	10
Livingstone College	10	15	5	0	10	10	10	10
Mars Hill College	10	15	10	10	10	10	10	10
Meredith College	10	15	10	10	10	10	10	10
Methodist College	10	15	10	10	10	0	5	0
Montreat College	10	15	*	*	10	*	*	*
NC A & T State University	10	15	5	0	10	10	10	10
NC Central University	15	15	5	0	10	10	0	*
NC State University	10	15	10	5	10	10	10	10
NC Wesleyan College	10	15	10	5	10	10	0	10
Pfeiffer University	10	15	0	0	10	10	0	10
Queens College	10	15	10	10	10	10	10	10
Salem College	10	15	10	10	10	10	5	10
Shaw University	10	15	*	*	10	*	*	*
St. Andrews Presbyterian College	10	15	10	5	10	10	5	10
St. Augustine's College	10	15	*	*	10	*	0	*
UNC-Asheville	10	15	10	10	10	10	10	10
UNC-Chapel Hill	10	15	10	10	10	10	10	10
UNC-Charlotte	10	15	10	10	10	10	5	10
UNC-Greensboro	15	15	10	10	10	10	10	10
UNC-Pembroke	15	15	10	10	10	10	10	10
UNC-Wilmington	10	15	10	10	10	10	10	10
Wake Forest University	10	15	10	10	10	10	10	10
Warren Wilson College	10	15	10	10	10	10	10	10
Western Carolina University	10	15	10	10	10	10	10	10
Wingate University	10	15	10	10	10	5	0	10
Winston-Salem State University	15	15	10	0	10	10	10	10

\* Incomplete data was available for one or more cells.



## Rewards and Sanctions Points

Institution	Technology Employers	Faculty Involvement	Institutional Involvement	Beginning Teachers	Lateral Entry Teachers	Career Teachers	Total	
Appalachian State University	10	10	7	6	9	10	132	
Barton College	5	7	8	4	6	9	94	
Belmont Abbey College	10	6	5	6	6	7	120	
Bennett College	10	7	5	4	8	5	114*	81%
Campbell University	10	8	8	7	5	7	125	
Catawba College	0	7	8	5	5	6	106	
Chowan College	10	7	6	6	5	6	125	
Davidson College	10	6	8	5	0	5	119	
Duke University	10	9	8	5	6	9	132	
East Carolina University	10	9	8	8	10	9	129	
Elizabeth City State University	10	5	5	6	5	7	123	
Elon College	10	9	8	4	5	4	120	
Fayetteville State University	5	7	7	5	8	8	115	
Gardner-Webb University	10	7	7	6	7	7	124	
Greensboro College	10	8	7	8	10	7	135	
Guilford College	0	7	7	9	5	8	111	
High Point University	10	8	7	5	6	7	118	
Johnson C. Smith University	0	7	7	6	5	5	100	
Lees-McRae College	*	8	5	7	5	6	111*	79%
Lenoir-Rhyne College	10	7	7	5	5	6	125	
Livingstone College	10	5	6	5	3	6	105	
Mars Hill College	10	8	7	6	7	5	128	
Meredith College	10	8	8	5	5	7	128	
Methodist College	10	7	6	8	8	6	105	
Montreat College	*	7	8	5	5	7	67*	74%
NC A & T State University	10	10	10	6	10	10	126	
NC Central University	*	7	7	6	8	8	91*	70%
NC State University	10	7	8	6	4	8	123	
NC Wesleyan College	10	6	6	6	7	6	111	
Pfeiffer University	5	8	7	5	5	5	90	
Queens College	10	6	5	7	6	7	126	
Salem College	10	7	7	6	7	7	124	
Shaw University	*	4	5	1	4	3	52*	58%
St. Andrews Presbyterian College	10	7	5	7	7	5	116	
St. Augustine's College	*	5	5	5	7	4	61*	61%
UNC-Asheville	10	10	8	6	7	9	135	
UNC-Chapel Hill	5	8	7	6	5	9	125	
UNC-Charlotte	10	9	9	6	8	7	129	
UNC-Greensboro	10	8	9	5	8	8	138	
UNC-Pembroke	10	8	8	5	7	8	136	
UNC-Wilmington	10	7	7	6	8	8	131	
Wake Forest University	10	8	7	4	1	6	121	
Warren Wilson College	10	5	6	4	0	5	115	
Western Carolina University	10	8	7	5	8	7	130	
Wingate University	10	9	6	3	4	7	109	
Winston-Salem State University	0	7	5	5	4	6	107	

\* Incomplete data was available for one or more cells.



