

IHE Bachelor Performance Report

Greensboro College

2005 - 2006

Overview of the Institution

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. It is located on thirty acres of tree-lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out Reverend Peter Doub's dream to found a preparatory school for young women. It became co-educational in 1954. Greensboro College now serves approximately 1300 men and women. About one-fourth of the students are adult learners. The College is committed to the belief that a liberal education provides the basic intellectual and communicative capabilities for a person to grow and adapt throughout a productive lifetime. Consequently, the liberal arts curriculum is valued as the most appropriate context for professional, pre-professional, and career oriented programs. All Greensboro College pre-service teachers receive this strong liberal arts foundation.

Special Characteristics

The teacher education program is dedicated to cultivating teachers who are reflective practitioners. Active learning, critical reflection, disciplined inquiry are central to this program. Theory and practice are combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The small, personable nature of the college and the nurturing qualities of the teacher education program offer traditional, non-traditional, and licensure-only students the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The teacher education program offers a flexible schedule and small class sizes making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic competent faculty members, informed caring advisors, and supportive and knowledgeable staff work together to provide students with quality programs in teacher education.

Program Areas and Levels Offered

Greensboro College offers initial licensure programs in the following areas: Birth through Kindergarten; Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education in Specific Learning Disabilities (K-12), Mentally Handicapped (K-12) Behaviorally and Emotionally Disabled (K-12), General Special

Education (K-12),and Adaptive Special Education (K-12); Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12); and Secondary Education in English (9-12), Biology (9-12), Mathematics (9-12), and Social Studies (9-12). An add-on license in Pre-kindergarten has been approved for Special Education and Elementary Education. In 2004, Greensboro College began offering Master's Degrees leading to advanced licensure in Elementary and Special Education.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.).

GC collaborates with the public schools of north central NC through involvement in curriculum design and improvement, clinical experience partnerships, and committee and board service. Faculty involvement in public schools include - 1) participating in the Soaring High Project, in collaboration with Bennett College, involving institutes for beginning teachers and pre-service teachers in Rocky Mount and Greensboro, 2) providing Reading First workshops to teachers in various North Carolina schools, 3) providing instrumental and choral clinics to secondary schools in the Piedmont Triad region, 4) hosting the NCCTM regional math fair for students, 5) collaborating with principals and teachers at Guilford County's two schools for moderately and severely disabled students – McIver Education Center and Gateway Education Center, to conduct research on best practices and to improve services to students. Through guest speakers and adjunct relationships, public school teachers and administrators provide lectures and demonstrations on a variety of educational topics in campus seminars and classes. Special guests, such as the Teacher of the Year, deliver inspirational speeches to candidates, teachers, and faculty at the Annual Teacher Education Banquet. Public school teachers employed as adjunct faculty teach courses in special education, elementary and middle grades education, science, history and English. Public school educators assist in curriculum design for Teacher Education by working with the GC Teacher Education Advisory Board. Board members review curriculum and sustain on-going partnerships by 1) suggesting placements and activities for fieldwork students, 2) identifying areas for collaborative projects between public school faculty and college faculty, 3) coordinating tutoring activities in which college students work with at-risk P-12 students. Through clinical partnerships, candidates engage in fieldwork and student teaching experiences and learn to serve students in a variety of diverse settings. Public school educators review instructional materials, provide guidance in selection of resources, make recommendations about purchase of materials and review portfolios for undergraduate and graduate program completers. GC participates with area IHEs and LEAs in the Guilford County Teacher Education Alliance and the Piedmont Alliance in order to collaborate on clinical teaching issues and legislative concerns.

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	Summary of the Outcome of the Activities and/or Programs
Guilford County Schools	Beginning teacher support and induction	To provide a systematic course of study and a cohort support system for lateral entry teachers: Created a modified 10-day Online Lateral Entry Orientation for Exceptional Children's Teachers for Guilford County Schools	The document is currently used by Guilford County Schools
Guilford County Schools	Beginning teacher support and induction	Observed in classroom as a mentor – provided feedback	Positive comments from these teachers – good results on their TPAI's. One received a job offer for next year based on his outstanding performance as a beginning interim teacher
GCS: Claxton Elementary	Beginning teacher support and induction	To develop instructional and classroom management skills for new teachers.: observed classroom on several occasions; made recommendations and loaned materials to the teacher.	Teacher stated that the recommendations were helpful. (GC graduate Katie Isley)
Piedmont Triad area schools	Beginning teacher support and induction	To provide a systematic course of study and a cohort support system for lateral entry teachers: provided courses and mentoring for lateral entry teachers	Each lateral entry teacher completes a portfolio with artifacts that address each of the INTASC standards
Piedmont Triad area schools	Beginning teacher support and induction	Met individually with candidates, assessed transcripts, identified appropriate courses for licensure	34 PAL program completers last year; 44 new lateral entries teachers in 2 PAL cohorts beginning in June '06
Piedmont Triad area schools	Beginning teacher support and induction	Provided mentoring for lateral entry teachers, observing and documenting instruction and managerial skills	Lateral entry teachers said it was very helpful to get feedback from someone in the profession.

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	Summary of the Outcome of the Activities and/or Programs
Piedmont Triad area schools	Beginning teacher support and induction	To assist lateral entry teachers to become fully licensed: provided mentoring and assistance with Praxis II	34 lateral entry teacher passed Praxis II and were recommended for licensure
Guilford, Orange, Randolph, Bertie, New Hanover, Washington, Halifax, Northampton, and Warren Counties	Beginning teacher support and induction	To develop instructional and classroom management skills for new teachers: This is the second year of Project Soaring High, in collaboration with Bennett College; teams worked on developing skills in classroom management and teaching math, literacy, social and natural sciences. Teacher Institutes held in July and November, 2005.	Teachers report a sense of renewal and that they learned a great deal that they have been able to use in their classrooms.
NC pre-service music education candidates, attending the state-wide conference.	Beginning teacher support and induction	Planned and coordinated activities of state collegiate members of the Music Educators National Association and the NCMEA: 1) sponsored a session on introducing jazz to middle and high school instrumental; 2) choose collegiate mentors for each high school students; 3) presented a session to the high school students on preparing for their auditions	These activities and events are available to middle and secondary music students from around the state. Evidence of effectiveness is the large number of students who participate and the quality of their auditions and performance
GCS: Kernodle Middle and Jones Elementary	High student performance	Participation in Health Fair at Kernodle Middle, Jump-Rope-for-Heart at Jones Elementary (PE faculty member and student)	E-mail message from sponsor teacher, “. Again I want to thank you and Vickie for giving your time to help us. We really appreciate your help. Please tell Vickie for me.”

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GCS: Browns Summit Middle and Nathaniel Greene Elementary	High student performance	Ray Martin (K-12 Art Education Coordinator) Volunteer teacher: Brown Summit Middle School (Art Club), Nathaniel Greene Elementary School (Art offerings for Kindergarten students) Professor Martin has received a grant from the United Arts Council of Guilford County to collaborate with two other artists in creating 20 large oil paintings for increasing the visual literacy of public school students, as well as the greater academic community. The theme for these works will be “Comic Books” as high art, and they will invite the viewer to connect images and text in a manner that will increase the learner’s participation in both forms. - Provided children’s books for all first graders, engaged students in story telling activities, provided special materials for the self contained special education classes. - Tutored children in the after school program ACES at Hampton elementary	Extracurricular expansion of student fine arts opportunities; increase in visual literacy; connection of visual art to interdisciplinary content pertinent to classroom learning goals; increase of non-art teacher appreciation of intellectual growth offered by arts education. - Notes from students about how much they enjoyed the books
GCS: McIver Education Center	High student performance	To ensure that an autistic student receives appropriate instruction: observed student with autism at the principal’s request, in order to provide assistance in effective	Confidential report

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	Summary of the Outcome of the Activities and/or Programs
		programming for the student.	
GCS: Gateway Education Center	High student performance	To support the development of literacy pedagogy for adapted curriculum EC teachers: conducting pilot study on literacy development of students with significant cognitive disabilities. Provide suggestions of literacy activities to use with the class.	Data collection on impact of activities on the students is ongoing, conference presentation is planned for next fall semester.
Piedmont Triad area schools	High student performance	To provide vocal and choral clinics to secondary school students: provided clinics to choral groups and whole classes of music students	The number of clinics provided (17) suggests that high school choral directors and their students find the clinics helpful.
Guilford, Orange, Randolph, and Rockingham	High student performance	To enhance the development of jazz and concert band skills: Provided clinics in seven NC high schools	The number of requests for these clinics is evidence of their effectiveness.
Central Region Schools	High student performance	To develop problem solving and presentation skills in mathematics: Hosted math fair in collaboration with NCCTM; provided 27 pre-service teachers to conduct math activities with Math Fair participants	84 elementary and middle school students participated. This is the third consecutive year hosting the fair. Letter of appreciation from the president of NCCTM
For middle and high school students across NC	High student performance	To provide opportunities to develop drama and theater knowledge and skills: Hosted the North Carolina Theatre Conference; our students served as tech support for each production, as well as	16 high school plays were presented on our stage for adjudication.

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	Summary of the Outcome of the Activities and/or Programs
		hosts and liaisons.	
Piedmont Triad area schools	Quality teacher performance	To develop assessment, analytic, and presentation skills of experienced teachers: Worked with six National Board Certified teachers to conduct action research project regarding instructional strategies; this project was in collaboration with UNC-G professor and was supported by a UNC-G USTEP grant.	A survey of the six participating teachers found they benefited from interaction with faculty and other NCTB teaches, classroom instruction improve
Wake, Guilford and other NC counties	Quality teacher performance	To improve teaching skills for ESL teachers and regular classroom teacher with ESL students: Staff development presentations on “First and Second Language Acquisition” (Raleigh) - “Family Literacy and LEP Students” (NC State TESOL Conference; Day and a half symposium (at Greensboro College) of action research related to literacy, learning, technology, families, culture, first language and its impact on second language learning, EC vs. LEP - Coordinated a workshop open to teacher education programs in all colleges and universities in the area, a 12-hour workshop on the SIOP (Sheltered Instruction) methodology, which takes	Feedback from Dr. Hoch and from teachers indicated in-service was practical and helpful Very, very favorable evaluations; teachers said that the world of adult literacy was unfamiliar to them - All presentations were made by public school K-12, ESL, or foreign language teachers; audience was graduate students, undergrad students, college faculty, k-12 teachers in Guilford and contiguous counties, SDPI personnel in ESLESL; - Participating institutions included ECU, WSSU, NCA&T, Duke University, Livingstone College, Greensboro College, UNCG; in the evaluation, participants felt that they could adapt their own syllabi for methods or other related courses as well

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		the literacy demands of content material and through 8 principles makes that content material more accessible.	as provide in-services for school systems in this new methodology.
Various NC public schools	Quality teacher performance	To support the development of literacy pedagogy for K-6 teachers : Conducted numerous READING FIRST workshops for SDPI - introduces the essential components of literacy instruction.	Teachers receive renewal credit for it. Teachers are implementing READING FIRST. SDPI is collecting data for impact.
Wake, Guilford and other NC counties	Quality teacher performance	To provide teacher development through Courage to Teach retreats that promote “the belief that good teaching flows from the identity and integrity of the teacher” During retreats we work in large groups, small groups, and solitary setting. Teachers explore their own journeys by reflecting on classroom practice, insights from poetry and literature, and various wisdom traditions. Participants speak honestly about their lives as teachers and listen and respond to each to each other.	During the first CTT Guilford county cadre teachers reported that they were re-energized through the two-year program. Some suggested that the CTT model be used more widely for professional development for teachers, some reported that CTT enabled them to stay in the profession; others said that their classroom practices and communication with colleagues and families had been improved.

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

GC faculty members were involved in public school in a variety of ways, ranging from service on advisory boards to volunteering time, resources, and expertise. Service included: 1) middle grades faculty provided reading tutors at a middle school and planned logistics for regional math fair, 2) music faculty conducted instrumental and choral clinics at a variety of public middle and secondary schools, provided mentors for high school musicians, and present a session for high school students on preparing for auditions; 3) elementary faculty volunteered in a kindergarten classroom, prepared and served as a Reading First trainer, provided a literacy workshop for elementary school PTA, helped three elementary teachers prepare a Japanese lesson study, served as judges in regional math fair, and served as chair of a SACS visiting team, 4) English faculty provided ESL workshops for teachers attending state conferences and provided training for evaluators for Tennessee writing test; 6) art faculty conducted art lessons and consulted with teachers in a middle school magnet program, taught kindergarten art classes, and received a grant to create 20 oil paintings for increasing visual literacy of public school students, 7) special education faculty volunteered weekly in a classroom for severely disabled students and worked with faculty in two different schools for children with moderate and severe disabilities; 8) physical education faculty participated in Health Fair at a middle school and Jump-Rope-for-Heart at an elementary school; 9) theater faculty members served as host for the North Carolina Theater Conference, a state wide drama event that included play presentations for adjudication.

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

Special Education faculty volunteered in beginning teacher's classroom at Gateway Education Center and McIver Education Centers to help establish effective instructional and classroom management skills, and observed in a classroom for autistic children and made written recommendation for appropriate instruction. Elementary education visited classroom of 04-05 graduates in Guilford County, made program suggestions, helped acquire resources, also maintained e-mail and phone contact with recent graduates and provided counsel regarding various instructional problems. Music faculty assisted band and choral directors with curriculum and instruction organization. English and foreign language faculty organized and conduction summer symposium that involved new ESL teachers. Faculty invited beginning teachers to speak to SNCAE members. This opportunity allowed beginning teachers to reflect on their experiences and to serve as models for pre-service teachers. Program completers served on advisory boards and attended special programs that keep beginning teachers connected to the college and the profession. The PAL Program provided direct instruction to beginning teachers in the areas of pedagogy, classroom management, technology information, and exceptional children. The coordinator of the PAL program has a counseling background and provides extensive support to the candidates seeking alternative licensure at Greensboro College. A part-time faculty member visits each PAL candidate's classroom and provides counsel and support. Through surveys and questionnaires, the teacher education program obtains feedback from recent graduates, which allows the program to provide specific assistance to teachers, to revise aspects of the program, and to include beginning teachers in program activities.

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

GC provides course work to lateral entry teachers through the PAL program, the A+ program, or through licensure only programs. In collaboration with Bennett College, GC operates a program for lateral entry teachers in the Piedmont area. Now in its eighth year, the PAL Program provides an accelerated training program for individuals hired as lateral entry teachers. Surveys indicate that the PAL candidates and employers are highly satisfied with the program. A fall '04 survey of the first two PAL cadres found that 73% of them had achieved full licensure. To assist lateral entry teachers entering the PAL program, the Alternative Licensure Coordinator developed and maintains a handbook. He provides information to the Regional Licensing Centers about the lateral entry programs at Greensboro College and participates in the Adult Education Open Houses. The graduate program includes an "A+" component designed for adults with bachelor degrees in non-education areas. This program, through a combination of undergraduate and graduate level courses, leads to the initial license for elementary and special education. The college employs a full time Coordinator of Alternative Licensure and a part-time faculty member who visits PAL candidates in their schools, observes classes, and provides feedback on instructional and management issues. The College provides courses in the late afternoon and evening to meet the needs of employed students whether or not they are in the PAL Program. The Dean of Graduate and Professional Studies coordinates class schedules to ensure evening and summer offerings meet the needs of lateral entry teachers. She also contacts enrolled Lateral Entry teachers notifying them of course availability. The Coordinator of Alternative Licensure and faculty members who teach in the PAL program work together to counsel lateral entry teachers by phone, e-mail, and face to face. Education faculty members provide support for lateral entry teachers by meeting with them before and after classes to advise them on instructional issues and classroom management. Arts and Sciences faculty serve as advisors for lateral entry teachers and have provided independent studies for candidates needing upper level content area courses. At the request of Harnett County Schools, a faculty member in the English Education program created and offered an on-line class on literacy in the content area to lateral entry teachers. A special education faculty, in consultation with Guilford County Schools, created a 10-day, on-line lateral entry orientation for exceptional children's teachers.

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

GC supports career teachers through a number of workshops and education forums, curriculum and instruction information, and continuing educational opportunities: 1) Faculty in the English department provided workshops for ESL teachers on best practices. 2) The Courage to Teach Program provides a series of retreats for teacher renewal. Currently this program, which is housed at Greensboro College, is working with Guilford County teachers. 3) Music faculty assisted band and choral directors in Guilford, Rockingham and Randolph counties with program development and delivery. 4) Elementary education faculty members worked with six National Board Licensed teachers to conduct action research regarding instructional strategies, conducted a workshop for elementary teachers on learning styles, and provided Reading First workshops. 5) Faculty involved in the Soaring High Project worked with team leaders to develop and implement action plans. The specific objectives include: (1) Develop training modules infusing diversity, classroom management, technology and differentiated instruction in the areas of reading, mathematics, science, and global studies and (2) Design, implement and disseminate

“professional development action plans for local school systems. Continuing educational opportunities are available through the evening courses, the add-on licensure programs and masters courses. The TESOL master’s program provides support to the Visiting International Faculty members who teach in North Carolina schools.

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

A collaborative, professional partnership has been established with Alderman Elementary School, a Title I school in Guilford County. The purpose of this partnership is to provide tutors, fieldwork students, and professional development for in-service teachers. The Director of Teacher Education works with the officers of SNCAE and SCEC to recruit students to work in tutoring programs for at-risk students. Faculty members invited Melissa Lara (a consultant in the Closing the Gap program at NC-DPI) to conduct a workshop for faculty and students on teaching at-risk students. A faculty member also attends the Closing the Gap Conference and shared materials and ideas with faculty and students. Candidates in several teacher education classes are required to tutor at-risk students as a part of fieldwork. Several GC students work in after-school tutoring programs. The Alumni Diversity Advisory Board provides guidance for the preparation of teachers who can respond to challenges related to cultural diversity and to the achievement gap between ethnic groups. The Board is in the process of compiling and publishing information about best practices for teaching diverse learners. Teacher-alumni from different ethnic groups meet twice a year to provide guidance to teacher education faculty. In conjunction with a Literacy and Learning course, pre-service teachers tutor Aycock Middle School students who obtained low scores on end of grade reading tests. All education majors take at least one course and one fieldwork in special education. The fieldwork requires student to provide assistance in special education classrooms. Special education and elementary faculty members work with GC graduates who are teaching at-risk students. Faculty assistance to teachers includes support for literacy, math and science instruction, behavior management strategies, working with severely disabled students, and general support.

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

SBE Priorities GC recognizes its responsibility to respond to State Board of Education priorities by keeping students and faculty informed of the priorities. Teacher education members are updated regularly by the Teacher Education Director at monthly committee meetings and through e-mail reports of news from the State Board of Education. GC has demonstrated its commitment to providing quality teachers by starting graduate education programs. Graduate programs for elementary and special education are now in the third year of operation. In 2002, GC offered its first graduate program in Teaching English to Speakers of Other Languages (TESOL) to Visiting International Faculty. That program has graduated its third class and has admitted its fourth class; each class enrolls 25+ students. The Teacher Education Program established an Alumni Diversity Advisory Board composed of graduates representing ethnic, religious, racial, and regional, exceptionality and age diversity. This advisory board provides guidance for the preparation of teachers who can respond to the multiple challenges facing public school teachers with an intentional focus on diversity and the closing achievement gap. During the school year, the Teacher Education Program hosted a special workshop for faculty and candidates on teaching at-risk students. Elements of the diversity plan developed by the Alumni

Diversity Board are in place in course work and fieldwork, including: varied field placement in culturally different schools, experience with culturally diverse faculty and career teachers; classroom discussions about impact of race, gender, and socio-economic class on learning. Related to the priority on high student performance, all GC student teachers must provide portfolio evidence of a positive impact on student learning during their student teaching experience. In this portfolio, student teachers must also show evidence of ability to support at-risk students and ability to work with parents.

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

Related to providing quality teachers and higher student performance, a special emphasis during the 2005-2006 school year has been on building and strengthening collaborative partnerships with the public schools. Three new partnership agreements have been signed – with Gateway Education Center, McIver Education, and Alderman Elementary. The partnerships at Gateway and McIver will benefit special education faculty and students by providing access to special education experts who will provide consultation and in-service development. Faculty members will be conducting research on best practices for students with moderate and severe disabilities. The partnership at Alderman is intended to provide support to faculty and students in a Title I school and to provide pre-service teachers with fieldwork opportunities with diverse students in an economically disadvantaged community. For spring semester, 2006, half the students (8) in a reading methods field component were placed at Alderman. Another new emphasis in the Teacher Education Program is on the use of technology to collect and analyze assessment data. Beginning spring semester, 2006, all education majors subscribe to LiveText, an on-line suite of tools for designing and assessing instruction. Student will be creating on-line teaching portfolios that demonstrate their ability to design appropriate instruction and to use technology to enhance learning. Assessment rubrics have been designed by faculty members and entered into the LiveText system. Lesson plans and other instructional documents are created by the students in the LiveText environment. Those plans and documents are evaluated by faculty members using the rubrics. LiveText allows program coordinators to create reports that aggregates and analyzes the assessment data, making it easier to identify programmatic strengths and weaknesses. This fall semester, cooperating teachers and supervising faculty will be assessing student teachers and fieldwork student with LiveText assessment rubrics. By using technology to develop curriculum and assess learning, GC works to provide quality teachers who can ensure higher student performance.

Supplemental Information (Optional)

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

The PEAK Center, the college's learning resource center, provides access to specifically targeted NOVANet exercises that prepare students for taking Praxis I. The Director of Teacher Education and the Executive Assistant to the Director monitor the testing history of all candidates. Students are informed of requirements and support options in the Introduction to the Teaching Profession Seminar. A variety of test-taking resources have been purchased and placed on reserve in the

college library. Based on student input, several test-prep books have been ordered for the college bookstore and are recommended to freshmen and sophomores through a letter from the Teacher Education Office. Students who do not pass the PPST are encouraged to take the CBT and vice versa. Faculty members meet with students who repeatedly fail the Specialty Area Praxis II exams and devise a plan for passing the tests. The Teacher Education Program remains current about testing requirements and reports changes regularly to the program area coordinators. Two faculty members took the Praxis II tests in their licensure areas this year. Many of the Teacher Education faculty members have made course modifications that include constructed response test questions. Assignments in courses are patterned after the open-ended questions and the case study format used in the PRAXIS tests. In targeted pedagogy courses, elementary candidates receive additional instruction related to PRAXIS II. During the English Pedagogy course, students study and discuss PRAXIS II tests; they take mock exams which give them practice in writing timed essays and multiple-choice test. Student test scores are monitored carefully and if a student has a specific disability, arrangements are made for him or her to take the nonstandard administration of the exam.

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

The teacher education faculty members advise all incoming freshmen and transfers who express an interest in education. Faculty members participate in the admission open houses and scholarship interviews, speak to prospective students and their families about teaching as a career, and provide information as needed. The Teacher Education Office and the Office of Graduate and Professional Studies are responsive to contacts from the public and are often described as “user friendly.” The Office of Graduate and Professional Studies sponsors recruiting meetings for prospective adult education students. Prospective students are invited to attend teacher education classes. Three faculty members in the Education division teach sections of the First Year Seminar that are reserved for students expressing an interest in education. The College has articulation agreements with Guilford Technical Community College (GTCC). A partnership with Rockingham Community College has been developed that will provide the courses for an elementary education degree at RCC. Music faculty members actively recruit students to the major by making phone calls, writing letters and participating in recruiting tours to high schools. Music faculty members attend national music conferences with students to introduce them to the profession. SNCAE and SCEC students have recruiting booths at campus orientations to communicate about careers in education. Faculty members in all licensure programs present information to first year students at career day. Education course offerings are advertised in the local newspaper. A tri-fold brochure describing the graduate programs has been distributed in local schools. Faculty members in secondary and K-12 licensure programs discuss education and licensure requirements with students and encourage them to consider teaching. Informational display areas have been established in Proctor Hall East to provide students with access to Teacher Education Policies and Admission materials.

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

Greensboro College is strongly committed to honoring diversity and actively seeks partnerships with programs that support the academic development of minority students and future teachers. In addition to open houses, presentations to area high schools and community colleges and professional conferences, the college's alternative licensure programs have been most successful in attracting a diverse population into teaching. The Piedmont Alternative Licensure Program, PAL, is a collaborative program with Bennett College, a Historically Black College. The PAL Program provides an accelerated program for individuals hired as lateral entry teachers. One third of the faculty teaching in the PAL program are minority professors. The PAL program consists of 21% minority candidates who are lateral entry teachers in the surrounding Piedmont communities. Thirty five percent of the PAL candidates are male. Candidates in the 2005 Cadres represent secondary, middle grade, K-12 content, elementary, and special education licensure areas. Five education faculty members met with representatives of piedmont area community colleges to discuss ways of to recruit and train new teachers. Many of our transfer students from community colleges are minorities. The Teacher Education Program established an Alumni Diversity Advisory Board composed of graduates representing ethnic, religious, racial, and age diversity. This board guides the development of curriculum and assesses the climate of campus life to assure that minority candidates will thrive in the Teacher Education Program. Through the Soaring High Project, four faculty members have worked with teams of teachers, teacher assistants, and counselors from schools and schools systems that serve large numbers of minority students.

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

New initiatives in the Teacher Education Program include planning the collaborative program with Rockingham Community College, implementing a change from a basic three-credit hour system to a four-credit hour system, and instituting the use of LiveText as a tool for aggregating and analyzing assessment data. As a part of the change in the credit hour system, two new courses have been designed for all education majors – a course that combines educational technology with the basic principles of instructional design, and a new course in classroom management. Special education faculty members have implemented the new licensure programs in special education – generalist and adapted, and are in the process of developing a graduate program for the generalist licensure. The program for adapted licensure is one of the few offered in North Carolina and works in collaboration with two local public schools for severely and profoundly disabled students - Gateway Education Center and McIver Education Center. The change to four-credit hour system has resulted in academic concentrations for middle grades majors that will allow them to meet the standards for “highly qualified” status. The four-credit hour system will, in most cases, decrease the number of courses taken by students and the number of faculty preparations each semester. This curriculum model is designed to provide more focused and in-depth learning opportunities. In March '06, principals and teachers who serve on the Teacher Education Advisory Board responded to a survey seeking to find ways to strengthen collaborative programs with the public schools.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	39
	Other	0	Other	0
	Total	13	Total	40
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	Total	3
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	0	Total	11
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	19
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	89
	Other	1	Other	0
	Total	31	Total	114

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)	9	2
Elementary (K-6)	62	27
Middle Grades (6-9)	71	14
Secondary (9-12)	65	31
Special Subject Areas (k-12)	42	17
Exceptional Children (K-12)	31	17
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	280	108
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.33
Comment or Explanation	

* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	1	1	0	0
Elementary (K-6)	10	7	16	14
Middle Grades (6-9)	0	0	8	8
Secondary (9-12)	4	4	3	3
Special Subject Areas (K-12)	4	4	3	3
Exceptional Children (K-12)	2	1	7	6
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	21	17	37	34
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	3	*
Spec Ed: LD	3	*
Institution Summary	6	100
* To protect confidentiality of student records, pass rates based on fewer than four 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	3	9	4	4		1
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	22	4	6	1	4	1
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	17	88	53
Bachelor	State	3,446	92	68

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Guilford County Schools	217
Rockingham County Schools	53
Forsyth County Schools	34
Alamance-Burlington Schools	32
Randolph County Schools	32
Wake County Schools	26
Charlotte-Mecklenburg Schools	19
Davidson County Schools	15
Asheboro City Schools	13
Moore County Schools	8

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 Completers	Employer	Mentor
quality of teacher education program.	*	3.17	3.78
preparation to effectively manage the classroom.	*	3.17	3.78
preparation to use technology to enhance learning.	*	3.00	3.78
preparation to address the needs of diverse learners.	*	3.17	3.67
preparation to deliver curriculum content through a variety of instructional approaches.	*	3.17	3.88
Number of Surveys Received	4	6	9
Number of Surveys Mailed	9	9	9

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

Table 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
9	9	14