

IHE Bachelor Performance Report

Guilford College

2005 - 2006

Overview of the Institution

Guilford College seeks to provide an excellent, transformative, liberal art education where the institution and its members model values, behaviors, and attitudes that develop critically thinking, social change agents based on the Quaker principles of integrity, peace, equality, and simplicity in a strong, inclusive learning community. Toward that end, the college provides student-centered instruction, the development of global/ multicultural perspectives that honor the natural environment, and service-learning opportunities that forge a connection between thought and action.

Special Characteristics

The Education Studies (ES) Program is an intensively academic and student-centered program in a small liberal arts college. It is built around the strengths offered by frequent involvement of students with faculty whose guidance and support is based on a deep understanding and knowledge of each individual student's strengths and needs. We do not use the language of weaknesses; instead, we apply the more proactive phrase of "next steps". Special pedagogical features of the program include one-on-one and videotaped faculty-student tutorials, cross-cultural internships (local and abroad), a mid-point portfolio review which permits students to reflect on their growth as an individual and as a prospective teacher, a digital portfolio based on HTML, and a capstone experience that challenges students to position themselves as educational leaders and change agents in their communities and the world by examining their specific strengths as teachers. In addition to requiring a double major in a content area other than education studies, the ES department uses the core curriculum of the college to support our students' pedagogical content knowledge and assist them in ultimately mastering the state standards. All faculty who teach in the college core are considered vital to the education of future teachers at Guilford College. The primary goal of the teacher education program is to develop educators who are grounded in the liberal arts; self-confident, inquisitive, reflective, and thoughtful in their practice, always examining context; and always begin with each student as they teach. Continuous authentic assessment is a key component of knowing and understanding students and their growth. As such, students are continuously challenged to exam themselves as teacher/learners via self-reflection and analysis. The ES program was cited by NCATE for exemplary practice in the integration of cultural diversity into its teacher education curriculum.

Program Areas and Levels Offered

The Program offers a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in Elementary Education, Secondary Social Studies, Secondary English. K-12 Languages (Spanish and French) licensure is presently dormant, although we plan to soon reapply for it. We also offer a Licensure-Only Program (with the option of obtaining a major) for those who have completed a bachelor's degree in a subject area. ES faculty are currently working with other department faculty to create licensure programs in Physical Education and Science. A faculty member in the Sport Studies Program was recently hired to spearhead the development of the PE licensure. Furthermore, Guilford has developed a joint Program for the licensing of Secondary Mathematics Majors with another local College. Finally, we are still in process of exploring the possibility of establishing a partnership with the University of North Carolina at Greensboro in which our students "seamlessly" transition to UNCG's Graduate School for a Master's Degree in Special Education after graduation from Guilford.

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.).

In addition to continuing programs that have been in place in recent years, Guilford instituted new projects and created new initiatives in collaboration with public school teachers during the 2005-2006 school year. We are in our second year of partnership with Guilford Primary School (GPS) and Guilford Middle School (GMS). Here, we have placed a large cohort of interns and student teachers at GPS and GMS during Fall, 2005 and Spring, 2006. ES faculty have continued to work closely with GPS administration and faculty to examine exemplary teaching strategies that Guilford interns and GPS faculty can model for one another and to study the correlation between public school students' reading scores and time spent by Guilford College candidates working with these students. We are working collaboratively to design strategies to develop integrated lessons more clearly aligned with the NCSCOS. Guilford Faculty are working in remedial classes to prepare students to retake the EOGS and with the curriculum coordinator to align assessment and evaluation models with GPS's needs and ES's program. On the secondary level, partnerships with both Grimsley and Smith Senior High Schools are continuing to grow. Guilford students worked intensely with Grimsley faculty in a "methods course", taught and developed by public school faculty, based on public school faculty perception of necessary objectives, in conjunction with Guilford faculty. At Smith, interns worked closely with public school faculty as part of a 40+ hour teaching internship focusing on the teaching to diversity (Smith has > 40+ languages spoken at the school). In addition, students helped proctor EOC examinations for the 2005-2006 school year. For Grimsley's faculty, we are developing our second summer workshop centering around differentiated instruction. Last summer we conducted the workshop for just social studies teachers; this year, it is for the whole high school faculty. Regarding helping with teacher shortages, we have had one student serve as a year-long substitute and have had another hired at Grimsley after doing an outstanding job in the student teaching experience. We have also continued our collaboration with the Early College, a public high school located on Guilford's campus by having our students observe and interact with

public school faculty. Finally, one faculty member is working with the early College principal in formalizing potential research agendas to assess various aspects of the school. Additional work with the county schools occurred. At one school, due to the recent emphasis centered around EOG testing of science, one faculty member worked, and is continuing to work, with a Ph.D. in chemistry to craft a resource book that aligns science activities with the NCSCOS for third grade. The goal is to continue this alignment for fourth grade next year, then fifth the following. ES faculty have also presented and co-taught many workshops in local schools; example include: "Pasta and Eric Carle: Let's learn about Butterflies (first grade)"; Leeuwenhoek: The man behind the microscope (Fifth Grade)"; "An introduction to Classification (First Grade)"; "An Introduction to states of Matter (Third Grade), and Do you Hear this: Vibration, tuning forks, and visual hearing, (First, second, and third grade); Foods and Health: identification of carbs, fats, and proteins (third grade). ES faculty once again sponsored two day-long Project Wild workshops for area teachers, promoting collaboration between our preservice students and inservice teachers from surrounding areas. Guilford faculty were also involved in the judging and the recruitment of judges for science fairs at three local schools. For two of these schools, a faculty member was the Science Fair Coordinator. Faculty once again participated in the judging of Senior English Projects at local High Schools. Finally, the ES Department organized and sponsored a panel discussion for our students, "Is No Child Left Behind Good Education Policy?" which featured area administrators and PTA members gathering at Guilford's campus.

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Guilford Primary School & Guilford Middle School	GPS priorities are to work with teachers to better align integrated lessons with NCSCOS aims and objectives; to increase the reading scores (reading capabilities) of low-performing second graders; to increase the use of technology as part of the infrastructure of the school; to increase the use of technology in classrooms; increase efficiency & effectiveness of College – School assessment processes. -- Guilford’s priorities in relation to GPS’s Work with candidates is to align integrated lessons with NCSCOS; work with Guilford Primary school faculty and administration to develop deeper understanding of how our missions and philosophies compliment and, possibly, compete with each other; work with our candidates to increase their pedagogical and content knowledge base in literacy and teaching/assessing reading skills;	We met monthly with the principal and curriculum specialist at GPS, and with faculty of Guilford College. We met at the schools. Several times we met with teachers as grade level groups or individually, as well as in faculty meetings. These meetings will continue. We also distributed a survey and are using the results to revise our student teacher and internship evaluation processes to better suit teachers’ time constraints without compromising our candidates' needs or our program’s principles. We are continuing to work closely with the curriculum specialist to align our reading evaluation methods with theirs as we prepare candidates for internships and student teaching. We plan to have some collaborative workshops in this area. We are working closely with the teachers and administration to create models of integrated lessons and to support teachers as they develop theirs by coordinating our strategies	Currently the most important outcome we have evidence of is that both our candidates and the supervising teacher are very excited about their experiences. To illustrate this, here are two summary quotes written by CTs about their experiences with our student teachers: Ms. B. has great rapport with the students, co-workers and parents. She makes concise plans and implements them well. She has great class management techniques. She is very concerned about not only the student's learning but also about the emotional and physical well being. She will be an excellent teacher! -- J. uses a variety of methods in assessing student's learning. She develops and uses a variety of forms and alternative assessment strategies that met the needs of all students. -- Our student teachers

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	<p>increase efficiency and effectiveness of evaluation process between the College and the school; working with the schools to improve classroom discipline/management via a democratic approach. -- As Guilford Middle School, grades 4-5, is actually an extension of GPS (waiting for the comprehensive building to be completed), we have not focused on a separate set of priorities. Instead, the priorities set with GPS are the same for both schools. Presently, we have worked with a small number of teachers at GMS. However, when the transition between the two buildings is completed, we hope to continue with the initiatives set at GPS. Due to this transition, our meetings with teachers and principal are presently less formal and inclusive of the entire faculty.</p>	<p>and providing models. -- We invited teachers and faculty from all of the schools where our candidates are placed to Guilford College to meet and network with one another (an example of this is the previously mentioned panel discussion on NCLB held on Guilford's campus). We hope this will increase collegiality and cooperative efforts between and among students, professors, candidates, teachers, faculty, college and schools. An example of this is that pre- and candidates and faculty are volunteering in local summer school programs, working with students who did not pass their EOGs. -- Prior to placing interns and student teachers, Guilford College supervisory faculty met with teachers during grade level meetings to discuss the intent and processes of supervising Guilford Candidates supervision and questions, concerns and ideas that cooperating teachers have. The College faculty observed</p>	<p>are also experiencing success as measured by their public schools students' scores on standardized assessments. For example, one of our student teacher's class score on the science benchmark assessment was as follows: over 90% of the class scored from 88% to 100%. This was a huge improvement over previous scores and is indicative of our candidate's ability to prepare students, even as a student teacher, as this candidate was responsible for teaching science over the course of the semester. -- We have also gathered raw data regarding students' reading scores. We plan to analyze these data over the summer to align aims and strategies with GPS and GC course work. -- In addition to this, due to the conversations had with our public school teachers and administrative</p>

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		<p>teachers and make placements based on their best inference about compatibility with candidates and the program. During the first weeks of internships and student teaching GC faculty visit often and are in email communication with the cooperating teachers to facilitate clear expectations, mediate communication between candidate and teacher, and prepare for future support.</p>	<p>partners, we have redesigned many of our assessment instruments used to assess our candidates by incorporating public school input.</p>
<p>Laughlin Primary and Summerfield Elementary School</p>	<p>Laughlin and Summerfield's priorities: focus on the improvement of science instruction by planning with teachers, then modeling for teachers, the integration of hands-on, discovery approaches to teaching science to children. A major goal this year has been to develop a resource guide/curriculum to facilitate the teaching of science, as identified by NCSCOS, that infuses hands-on and discovery approaches.</p>	<p>Laughlin Primary and Summerfield Elementary Schools: As part of improving the instruction of science to children, and the increased attention placed on science by EOY assessments, Guilford faculty have met, planned, and then modeled hands-on and discovery methods of instruction for teachers at both schools. Lessons have centered on the NC Standard Course of Study. For example, in Kindergarten a lesson on tuning forks was once again taught, focusing on Goal 3 the learner will build an understanding of the</p>	<p>From the column to the left, it is clear that many of the outcomes came from the implementation of ideas generated in planning by the actual teaching shared by faculty and public school teachers. Although no holistic quantitative data exists as of yet regarding the impact of these interactions, teachers routinely commented that students "were engaged by the lessons", "enjoyed them", and "really seemed to learn the topic at hand". In addition, the</p>

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		<p>properties/movement of common objects and organisms; 3.01 what materials are made of, their physical properties and how they are used; and 3.02 how objects look, feel....sound using all the senses. In the first grade, lessons focused on Competency Goal 1, objectives 1.01-1.03; Competency Goal 3, objectives 3.02, 3.03, and 3.05; and Competency Goal 4, objective 4.01. In the third grade, objectives covered included Competency Goal 4, Objectives 4.01-4.05. On the third grade level, lessons centering around Health were also discussed (looking at food and food components and the muscular and skeletal system). For third grade, the earlier mentioned resource book paid special attention to Competency Goal 3, Objectives 3.01-3.06. Furthermore, at both schools, materials from the Project Wild: Terrestrial Curriculum were also modeled by Guilford College Faculty.</p>	<p>relationships forged by Guilford faculty and public school teachers were strengthened with the intentions of continuing these conversations for the upcoming years. A clear outcome of these interactions is the development of resources for teachers as they begin to focus more on science instruction. Particularly, the science curriculum resource booklet was developed and is still being piloted and used by teachers in the schools. The goal is that we will work on this resource booklet each year: next year, fourth grade, the following year, fifth.</p>

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Grimsley Senior High School	Grimsley Senior High School: Work with high school faculty on the improvement of differentiated instruction to students; provide high school faculty opportunities to contribute to the instruction of our candidates (professional development); model for high school faculty new pedagogical approaches, explore the possibility of Grimsley faculty working with Guilford College faculty on the Education Studies Department's Education Studies Admission Committee, and to engage faculty in professional scholarship.	Grimsley Senior High School: Administration at GSHS have identified the need to improve the differentiation of instruction to public school students by its faculty. As such, Guilford faculty prepared, in conjunction with Grimsley's curriculum coordinator, a three day workshop in and around the differentiation of instruction for Social Studies teachers, late summer, 2005. This summer, 2006, we are now expanding on this workshop by offering a week-long workshop for all teachers (regardless of content) due to the positive responses to last year's workshop. In addition to this, Grimsley faculty continue to work with Guilford candidates in a methods-like course where they work intently with candidates for approximately three hours per week. As this course progresses, public school faculty make more and more suggestions regarding the development of the course's	The workshops for teachers and students are evidence that these collaborative efforts are producing positive results. Most importantly, these workshops were developed at the request of the teachers; Guilford faculty asked what it is that the public school faculty and administrators see as a need and Guilford faculty responded directly to these needs. -- Our methods course has also been refined due to input from public school teachers. In fact, this year the clinical faculty developed, with input from ES faculty, essentially the entire curriculum of the course. This collaborative effort has also led to a joint proposal for presentation at the upcoming NCACTE meeting where both ES and public school faculty will collaboratively present.

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		curriculum. This interaction thus provides Grimsley faculty an opportunity for professional development; we submitted a proposal to the NCACTE Fall 2006 meeting that will examine the relationship and collaborative interactions forged by our partnership.	
Smith Senior High School	Smith Senior High School: Provide high school faculty with opportunities to contribute to the instruction of our candidates, especially in and around intern supervision (professional development); model for high school faculty new pedagogical approaches, explore the possibility of Smith faculty working with Guilford College faculty on the Education Studies Department's Education Studies Admission Committee; provide Smith students opportunities to use Guilford College resources as part of their AP and IB programs.	Smith Senior High School: Administration at SSHS have identified the need to provide their faculty with opportunities to work with local Colleges as an opportunity for professional development. As such, Smith is now the location for our secondary program's 40 hour internship. In addition, Smith has requested that we place some of our secondary student teachers at Smith. Faculty at Smith in the AP and IB Program identified the need for their students to learn more about conducting research and using primary sources. Given this, Guilford faculty set up a two day work shop	Due to the time our students have spent at SSHS in their internships, Smith Administration has requested that our students student teach at Smith. See column to the left describing workshops developed by ES faculty in response to SSHS faculty requests. Also see ES faculty coming to Smith and teaching at the request of SSHS faculty. One piece of anecdotal evidence comes from the comments by one of the AP teachers with whom we set up workshops for their students. After the students took their AP

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		<p>where Smith students worked with our faculty at Guilford, using primary documents—such as the slave narratives and authentic Quaker works—at our library. ES faculty also presented additional workshops at Smith in order to help students prepare for their AP examinations as another day-long workshop was held at Smith’s campus where a faculty member came in and spoke to the AP and IB students in response to teacher request.</p>	<p>exams, the teacher informed us that he felt that, because of the opportunity Guilford faculty provided the students with regarding working with primary documents, the students were much more prepared to do well on the essay portion of the examinations. This comment came after students informed him that, “they were sure glad that [ES faculty] had provided them with the opportunity to come to Guilford College and work...”</p>

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

As previous descriptions have demonstrated, ES faculty are involved in numerous activities within public schools. All full-time and some part-time program faculty routinely provide professional development presentations and workshops, model lessons, tutor, and work with beginning and career teachers in various capacities. In addition, faculty from other departments at Guilford College are involved with public schools. The science faculty has once again been most outstanding in supporting public education. Contributions include: supervision of college students who volunteer in public school; continued work with The Science Olympiad; providing assistance to teachers with science experiments; attendance at career days, provision of information resources for science teachers; lending science equipment for science projects; judging science fairs for local schools, and giving lectures on particular, discipline-specific topics such as principles of forensic biology. In addition, a physics professor coordinated the Terrific Kids program, a program where kids make some kind of a deal with a teacher. If, at the end of the month (quarter), the students 'live up to the bargain", there is an assembly where the student is recognized, given a really neat certificate, pencil and bumper sticker, and the students are recognized as being terrific. Several schools participated this past year: Jefferson Elementary - about 100 kids per quarter, Madison Elementary - about 60 per month, Guilford Primary - about 100 kids per quarter. History faculty have once again presented classes in middle and elementary schools about Eastern Culture, given lectures in local schools on Quakerism and distributed information to high schools about women's issues. Faculty members have continued to serve as judges for High Schools' Quiz Boards and for Leadership competitions and for senior projects. Faculty members continue to tutor and read stories in elementary schools. An English faculty member taught at the NC Governor's School in Summer 2005. Another faculty member serves on the Board of Trustees of New Garden Friends School. In Political Science, a faculty member organized and hosted the Mock United Nations Project for local schools on Guilford's campus. Language faculty have arranged for high school students to come to campus for dinner and conversational exchange with college students. A mathematics faculty member also offers a course for high school students in SAT preparation. Finally, many faculty members are involved in the traditional activities of volunteers and parents: serving on PTAs, School Boards, and School Improvement Committees.

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

Each year, ES faculty encourages graduates to return for conversation about their experiences as public school teachers. The meetings provide graduates an opportunity to network with each other and share knowledge and ideas about how to adjust to their new positions as professionals. These reunion meetings include graduates during their first three years of teaching and are supported by ongoing email "conversations" with out-of-state graduates. Furthermore, recent graduates often serve as guest lecturers in our advanced curriculum, answering currently enrolled students' questions relevant to the courses and their experiences. The ES Department, once again, convened an annual gathering of Education Studies alumni on the Saturday of Homecoming weekend at the college. The annual gathering provides roundtable discussions, designed to offer beginning and career teachers opportunities to share and reflect upon their experiences and explore topics of current interest to educators. Plans are underway to institute ES meetings with current students and recent graduates to discuss topics of current interest. During these, graduates open the meetings for discussions with current students as ES faculty

facilitate (as mentioned, this is already occurring on an informal basis in some of our upper-level courses). In these meetings, we hope to support our commitment to educating teachers to assume leadership roles in the teaching profession. As they have done in previous years, ES Program faculty continue to visit graduates in their first classrooms—often team teaching with our students, maintain contact via phone and email, and also provide informal support and professional contact for graduates via periodic conversations. We have also begun to analyze survey data that asked recent graduates to reflect on the quality of their ES education after they have had time to teach in public and/or private school settings. Finally, the College is continually updating our ES student directory a resource that helps students with job placement. This past year, we worked with three graduates in their first year placement and helped with lesson planning, class projects, and discipline strategies.

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

Guilford College's ES Program has historically served traditional, college-aged students. However, the increased need for highly qualified teachers in public schools has led us toward adapting our program to serve more adults who are interested in entering teaching as a second career. In fact, this need has been the preeminent reason that our enrollment has gone from approximately 50 majors to over 250 in five years. Previously, we only offered this option for K-6 candidates, but now we also offer a night major in secondary social studies. We offer multiple sections of selected night courses in order to meet the non-traditional students' demand. We have continued to aggressively market this "licensure only" program (with two community-wide information sessions each semester and summer), which is designed for individuals who hold bachelor's degrees in various fields and wish to complete licensure requirements through our program. The College offers tuition discounts for many of these students. Similarly, we are now providing students with a licensure-only option to obtain an additional bachelor degree as they are getting licensed. In addition, the ES Program has established a formal connection to the Piedmont Alternative Licensure (PAL) Program created by the collaboration of Bennett College and Greensboro College. (This is evident in the development of a math licensure program—and initial collaborative conversation about a music co-licensure program to meet the needs of the local community and our students.) Our efforts have resulted in a significant increase in enrollment of non-traditional students. We continue to examine the development of our own lateral entry program with the administration of the College. In addition, over the past year, several students have been hired by the local school district during their student teaching experience and we have continued to support these students in their classrooms by providing mentoring and/ or curricular resources during this transition. This is especially true as we work with increasing numbers of teacher assistants who enroll in Guilford and need to stay at their home school in the process. We also provide classes, as needed, to lateral entry students when contacted. For example, we are now in conversation with a K-6 teacher who needs to take a course and we are working with a RALC in order to provide that course for her via the development of an independent student crafted specifically to meet her needs.

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

In addition to providing mentoring, field placements, career teachers assist us in the placement of undergraduates for clinical assignments early in the program. The ES Department's support of career teachers provides us with a means of "giving back" to individuals and groups who assist us in providing our students with opportunities to experience and analyze the relationship between theory and practice. As we begin to fortify our relationships with partner schools, we are exploring what we can do to help meet the needs of career teachers. One way we do this is to listen to what career teachers want and need. For example, Grimsley High School identified a need for help with differentiated instruction. As such, ES faculty are developing another week-long workshop for all Grimsley HS faculty (this is in response to the 3 day workshop we held last year for just history teachers). Smith HS's faculty continue to request Guilford interns and student teachers in their classes so that they, the Smith faculty, can be exposed to new and dynamic approaches to teaching. Smith teachers have also requested that they be able to bring their students to Guilford and work with resources here. Consequently, we have had two workshops for teachers and students on our campus over the past year in response to these requests. As part of our secondary partnerships, we are also working with career teachers to help them with writing for publication. We have submitted a request to present at the upcoming NCACTE meeting with one of our Grimsley faculty partners. As well, we specifically helped students who were recently hired by providing mentoring and resources to these students during their first months in the classroom. These opportunities, and a workshop on Asian culture funded through a grant from the Freeman Foundation, provide local teachers with means to continue professional development. For example, the past summer, two local high school teachers were able to go on a three week trip to Japan to study Japanese culture and educational systems with ES and other Guilford faculty. This summer, we will offer a similar three-week trip to China for Guilford faculty and local educators. Other interactions include the aforementioned participation in the North Carolina Teacher Education Forum, UNC Talking Race, UNC-G PDS Collaborative Seminars, and the NC Science Teacher's Association in order to continue to network with colleges of education. Furthermore, ES faculty have continued to work closely with Early College Public School faculty and administration (a public school for precocious youth located at the college) in curriculum development, examination of pedagogical content knowledge, and supervision of ES students in the Early College classrooms. One faculty member is serving as an Ad-Hoc dissertation advisor for the Early College's principal. An ES faculty member also worked closely with three teachers to improve science instruction and embed the NCSCOS into their science curriculum. Finally, we have added public school teachers and principals to our ES Committee in order to provide them with opportunities to work with us in planning and developing our program.

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

The policy of the ES Program is to place interns and student teachers in schools where they will gain experience and skills in racially, economically and culturally diverse settings. As a result, our candidates have numerous opportunities to assist children and teachers in highly impacted schools. This is especially true in elementary placements and we also placed candidates at a low-performing high school (at which one student was hired the following semester as a teacher). Also, four of our candidates were hired in low-performing, highly impacted schools this

December as they were finishing our program. They worked in classrooms that had been extremely disrupted between August and January due to, among other issues, teacher turn-over. Candidates are encouraged to assist in after-school tutoring and summer school programs. For example, one of our recent graduates worked as an after-school tutor at a Title I school throughout her student teaching. We are also working closely with highly impacted schools specifically to improve reading scores by involving interns in more structured small group and individual teaching in content and skills. We have now begun to work more collaboratively with highly impacted secondary schools, especially Smith Senior High School. We encourage our candidates to take on leadership roles organizing programs and projects to assist children who are at-risk of failing end-of-grade tests. As such, Guilford's Internship and Service learning center supervises the student-run "Project Community". The Project organizes students to tutor public school students at several community sites. Students continue to provide tutoring at the Montagnard Dega Association and Lutheran Family Services. ES students are once again in charge of coordinating other student tutors at the Pathways Program for homeless families five nights a week. This is a tradition due to diligence and passion of ES majors. ES students continue to conduct an ESOL adult and family tutorial program in conjunction with the Glenwood Library. Critical to the ES Program and as preparation for teaching in diverse schools is a residential cross-cultural field study (abroad and here in the States). Candidates worked with some of most underserved citizens in such sites as Guadalajara, London, Cape Coast (Ghana), Brunennberg (Italy), Beijing, inner city youth in New York, and a Crowe Reservation in Montana. Guilford students are urged to develop awareness of educational and cultural bias and the need for knowledge of and sensitivity to different learning needs. Our graduates consistently comment on how important these experiences were in learning how to be responsive to their students when they return to NC to teach.

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

To address the need to continue to work with diversity, ES Faculty met with Melissa Lara, NCDPI consultant. After meeting with Ms. Lara, ES Faculty hope to get her to come to our classes and conduct workshops on poverty and diversity for our pre-candidates and candidates. See prior discussion regarding working with low-performing schools and the experiences our student engage in; here in the United States and abroad.

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

Successful reaccreditation by both NCDPI and NCATE during our recent focused-visit, Spring, 2006.

Supplemental Information (Optional)

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

ES Program faculty continue to carefully advise students on the required test-taking procedures and overall scheduling process for the PRAXIS. Our students have consistently done well on the state required Praxis tests. Time in two courses is given for Praxis preparation and a copy of preparation materials is on reserve in the Guilford College library and in faculty offices. These materials are based on questions from past Praxis tests obtained from Educational Testing Service. Students who have learning differences or need assistance with specific skills such as grammar, spelling, or math are given support by the Academic Skills Center (ASC) on campus. The Department also has, on reserve, PRAXIS study guides for students. Finally, we have started providing PRAXIS help sessions for students taking the PRAXIS in order to answer any general questions and to help students sign up for the exam. One faculty member has recently been appointed to be the “PRAXIS Point Person” for student inquiries and has also identified and assisted students in enrolling in PRAXIS workshops offered at local Colleges and Universities.

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

The ES faculty expends considerable effort to ensure that faculty advisors throughout the college have sound knowledge of the ES Program and are able to answer students’ questions. To help facilitate this, ES faculty have been conducting intensive meetings (specifically history, psychology, and English) with other departmental faculty who teach in the general curriculum and greatly contribute to our licensure areas through our ES Committee. We offer a First Year Experience (FYE) course serving all first-year students in order to provide new students with opportunities to consider teaching as a career. The ES regularly meets with Admissions staff to discuss recruitment—this is especially true in working with our non-traditional students, who make up the majority of our population. The continued development of ES descriptive literature also served to intensify recruitment efforts. Finally, ES faculty hold multiple information sessions regarding our Program and its requirements. These information sessions occur at the beginning of each semester and provide prospective candidates an opportunity to ask questions and learn about teacher licensure at Guilford College. At the request of the College’s Admission’s Department, ES faculty continue to present classes at “Preview Days” for prospective students. ES faculty also interview honors students who express interest in education and respond to myriad email from prospective parents and candidates about our Program. Arrangements are made for applicants interested in education to visit ES classes and spend time with present students. ES faculty have continually attended information sessions for the Center for Continuing Education to recruit students into our newly re-designed degree and “licensure-only” programs (a minimum of six times per academic year); held Departmental Open Houses for prospective students; attended college-wide admissions open houses; provided lunch discussions with prospective students; and have continued to rework the night schedule to better meet the needs of non-traditional students. A \$216,000 grant received by the ES department from the Freeman Foundation, which provides three full-semester scholarships a year for students to study and do educational internships in Asian countries, has been an attractive recruitment tool (and helps support teachers in the public schools). We have also begun to coordinate efforts with our financial aid office to assist teaching assistants to obtain special grants in order to complete

their undergraduate degrees and licensure programs, thereby increasing participation of teaching assistants in our program. Faculty have continued to attend and provide Program information at information sessions provided by local community colleges centering on the transfer of community college students majoring in education to local 4-year institutions. Finally, Guilford is a founding member of the newly established Guilford Teacher Education Alliance, an organization whereby schools of higher education will begin to work collaboratively examining issues such as how to improve teacher recruitment and retention.

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

The creation of our night program has made it possible for many more adult students to participate in the ES Program. Among the adult population who now attend Guilford College are an increasing number of African American, Latino/Hispanic, recent immigrant and first generation college students, many of whom are currently working as teaching assistants in local schools. Most of these individuals are currently completing general education courses as they initiate the process of applying for formal admittance to our teacher licensure programs. ES faculty have designed a special support program, in conjunction with the college's Academic Skills Center (ASC), to assist students to adjust to the rigors of the college's writing-intensive curriculum and to academic culture, more generally. This model helps ensure students who have writing issues get quick and adequate support. We are continuing to work with diverse teacher candidates to evaluate specific needs and devise ways to address them. We also work closely with the students to provide meaningful orientation sessions with detailed handouts that clearly outline ES and licensure protocols, expectations and deadlines for being an ES major. These sessions and materials are an integral part of the first level curriculum. In these ways, we help to support the recruitment of minority (and all) students into the ES Program. One faculty attended a multicultural workshop in Atlanta, Ga. and has infused some of the materials from this workshop into our Program. The Cultural Pluralism Committee at Guilford College coordinates support for students of color and monitors College policy with reference to underrepresented groups. The link with this committee of the College has expanded the ES Department's ability to network with various resource groups on campus to recruit students of color into teaching. An ongoing relationship with the Admissions office has also increased the ES Department's ability to work on outreach to underrepresented students in teacher education, particularly with reference to recruiting athletes of color as the ES Department works with faculty in Sports Studies to develop a new P.E. Licensure program. The ES faculty participated in the search for new faculty in the Sports Studies department to assist in the interview process of candidates who could also provide teacher education to our increasing number of minority students.

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

A major focus of the Dept. centered around our recent reaccreditation focused- visit by both NCDPI and NCATE. We have successfully completed this visit. At the same time, we have applied for, and been granted, searches for two tenure-track hires, starting in August, 2007. We have continued to support and develop collaborative relationships with Guilford Primary and Middle Schools, Laughlin Primary School, Summerfield Elementary School, Grimsley Senior High School, and Smith senior High School. Along with UNC-Greensboro, we have continued our collaborative efforts of writing for publication in practitioner - and research-based journals.

Finally, the earlier mentioned partnership with the University of North Carolina at Greensboro, in which our students “seamlessly” transition to UNCG’s Graduate School for a Master’s Degree in Special Education, will provide our students with more options and meet the needs of the local public school community. This, along with helping found the Guilford Teacher Education Alliance, has positioned Guilford to continue to advocate for its candidates and students in 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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	22
	Other	0	Other	0
	Total	5	Total	25
Licensure-Only	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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	2	Total	8
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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	0
Elementary (K-6)		
Middle Grades (6-9)	0	0
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	0	0
Total	0	0
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	181
MEAN PPST-W	178
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	NA
MEAN CBT-M	*
MEAN GPA	3.29
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
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	12	11	6	3
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	2	1	1	1
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	14	12	7	4
Comment or Explanation				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	14	100
Institution Summary	14	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	21					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
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	94	71
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	127
Forsyth County Schools	35
Randolph County Schools	28
Rockingham County Schools	23
Wake County Schools	13
Alamance-Burlington Schools	12
Charlotte-Mecklenburg Schools	12
Davidson County Schools	11
Durham Public Schools	11
Buncombe County Schools	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 Completers	Employer	Mentor
quality of teacher education program.	3.43	2.63	3.25
preparation to effectively manage the classroom.	2.75	2.25	2.88
preparation to use technology to enhance learning.	3.00	2.63	3.50
preparation to address the needs of diverse learners.	3.38	2.38	3.13
preparation to deliver curriculum content through a variety of instructional approaches.	3.50	2.71	3.38
Number of Surveys Received	8	8	8
Number of Surveys Mailed	12	12	12

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
5	1	3