

IHE Bachelor Performance Report

UNC-Greensboro

2005 - 2006

Overview of the Institution

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women. Formerly The Woman's College, one of the three original institutions of The Consolidated University of North Carolina, it has been highly regarded for 115 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad region of the state. UNCG is committed to being a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service and is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. The student body reflects the rich cultural diversity of the world, nation and state. Of UNCG's 16,060 students in 2005-06, 79% were undergraduates and 21% were graduate students; the student body was 68% female and 32% male. While 93% of the undergraduates and 86% of the graduate students were from North Carolina, 880 students (7.7%) came from other states or countries. The ethnic minority enrollment was 29%, including 20% African American undergraduate students and 13% African American graduate students. Approximately 65.22% of degree-seeking undergraduate students received financial aid. The UNCG faculty is committed to excellence in teaching, research, and public service; 83% of the 771 full-time faculty hold terminal degrees. The ratio of students to faculty is 16 to 1. UNCG is organized into a College of Arts and Sciences and six professional schools: the Bryan School of Business and Economics, Education, Health and Human Performance, Human Environmental Sciences, Music, and Nursing. Five of the seven academic units offer programs leading to teacher, administrator and other school personnel licensure.

Special Characteristics

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG enrolls over 4000 new undergraduate and graduate students annually. The UNCG School of Education (SOE) is organized into 6 departments: Counseling and Educational Development (CED), Curriculum and Instruction (CUI), Educational Leadership and Cultural Foundations (ELC), Educational Research

Methodology (ERM), Library and Information Studies (LIS), and Specialized Educational Services (SES). In 2005-06, the SOE was ranked 35th in the nation by U.S. News and World Report; the counselor education program was ranked sixth. The Department of Educational Research and Measurement was selected to be part of the Academic Common Market. The Department of Specialized Education Services is a member of the Higher Education Consortium in Special Education, the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas. The SES Collaborative Early Intervention National Training E-Resource (CENTe-R) is the only one of its kind in the nation, established to develop online materials and guidelines for training professionals to meet the special needs of infants and toddlers who are deaf and hard of hearing and their families. SES also offers an undergraduate educational interpreting program, one of only 10 in the nation, and an Auditory/Oral Birth-Kindergarten undergraduate program, one of four in the nation. The SOE supports one of the largest Teaching Fellows program in the state. The SOE hosts several affiliated programs including the Collegium for the Advancement of Schools, Schooling, and Education; the Piedmont Triad Education Consortium; the Center for Educational Studies and Development; and SERVE.

Program Areas and Levels Offered

UNCG's professional education licensure programs are housed in four professional schools (Education, Health and Human Performance, Human Environmental Sciences, Music) and the College of Arts and Sciences. The Teachers Academy, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs. UNCG offers 36 licensure programs at the undergraduate, licensure-only, and graduate levels; 19 of these programs are offered through the SOE, 17 are offered through other university academic units. The following initial licensure programs are offered at the undergraduate level: art; biology; birth-kindergarten; chemistry; comprehensive social studies; dance; education of the deaf; elementary education; English; mathematics; middle grades education in English/language arts, mathematics, science and social studies; music; physical education; physics; second language studies in French, German, Latin and Spanish; school social work; special education: general curriculum; theatre arts; and English as a second language is offered as an add-on licensure program. The following programs are offered at the graduate level: birth-kindergarten; chemistry, comprehensive science; comprehensive social studies; elementary education; English; English as a second language; instructional technology specialist; mathematics; middle grades education; media coordinator; media supervisor, music; reading; school administrator; school counselor; second language studies in French, Latin, Spanish; special education: learning disabled and behaviorally-emotionally disabled; and theater arts, as well as post-master's certificates in college teaching and in school counseling. UNCG is accredited by National Council for Accreditation of Teacher Education. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, Council for Exceptional Children, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, and Council for the Accreditation of Counseling and Related Educational Programs.

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 order to ensure meaningful partnerships, UNCG maintains close communication with school and community members and collaborates with the Piedmont Triad schools on projects related to teacher preparation and development and B-12 achievement. In 2005-06, the SOE Dean visited all 15 Piedmont Triad school districts, met with the superintendents, and accompanied the superintendents on a tour of one or more of their schools. The Dean also hosted luncheons for superintendents, human resources directors, and directors of teacher education, and met twice with the SOE Advisory Board's 28 educators and community leaders. Three departments work with university/school/community advisory boards. As part of the formal partnership between SOE and Guilford County Schools (GCS), UNCG and GCS formed a Partnership Council, the superintendent is an adjunct assistant professor, elementary and middle school education candidates intern in GCS Professional Development Schools, high school girls attended technology camp, UNCG and GCS initiated 3 M.Ed. cohorts for middle grades teachers in mathematics, science and social studies, and, in fall 2005, UNCG enrolled the first GCS Education Academy for high school students. Master's and doctoral student cohort programs were established in Alamance, Guilford, Asheboro, and Thomasville. Professional Development Schools continued in Guilford, Rockingham, and Chatham. The Director for Recruitment, Retention and Professional Development recruited 27 faculty volunteers for the new professional development network and facilitated collaboration between the network and Piedmont Triad school districts. USTEP awarded \$37,080 for 7 Collaborative School Improvement/Research projects developed and implemented by UNCG faculty and personnel from 8 school districts. USTEP funded 3 summer courses for teachers that were requested by regional superintendents and a Summer Leadership Institute developed by the SOE and public school personnel for 58 teachers and administrators. The SOE and public school personnel offered the 4th Yopp Professional Development Institute for beginning teachers. The Center for Educational Studies and Development collaborated with districts to sponsor the Piedmont Young Writers Conference for 625 K-5 students and the Children's Festival and Health Celebration for about 7000 students and community members.

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
<p>Guilford County Partnership; School of Education/Guilford County Schools</p>	<p>The purpose of the UNCG/GCS Partnership is simultaneous renewal and program improvement in the following areas: 1. Teacher education preparation. 2. PK-12 student achievement. 3. Research/knowledge development. 4. Professional development for both the university and school district. -- The partnership also provides activities for K-12 students to encourage and support their learning, and expectation to pursue post-secondary education.</p>	<p>Activities undertaken include: 1. Creation and implementation of monthly meetings of the Steering Committee. 2. Implementation of 3 M.Ed. cohorts for middle grades teachers in mathematics, science and social studies. 3. Submission of a grant to improve science education in secondary schools. 4. Initial planning of a secondary PDS. 5. Collaborative planning to improve literacy instruction. 6. Implementation of a leadership training program for future principals. -- High school girls attended technology camp and, in fall 2005, UNCG enrolled in the first GCS Education Academy for high school students.</p>	<p>In 2005-06, 56 Guilford County and UNCG entered into an agreement wherein UNCG would create special masters-level tracks for middle school teachers in an effort to increase their content knowledge in science, social studies and math. 56 teachers have registered. A track is also being developed for the preparation of principals. Programs for high school students are well attended and receive very positive evaluations.</p>
<p>Professional Development: UNCG/Triad Regional School Districts</p>	<p>The goal of professional development activities is to improve teacher and administrators' knowledge, skills and leadership, and, ultimately, improve B-12 achievement.</p>	<p>Among other professional development activities, the School of Education funded three summer courses for approximately 30 teachers, a Summer Leadership Institute for 58 teachers and administrators, and a summer Professional Development Institute for 70 beginning teachers. All of the programs were responsive to school requests and were developed collaboratively by UNCG faculty and public school teachers and administrators.</p>	<p>All of the professional development activities were evaluated very positively by participants in terms of learning and accessibility. Participants expressed a desire to return for future activities.</p>

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Professional Development Schools for Teacher Preparation: UNCG/Chatham County Schools, Guilford County Schools, Rockingham County Schools, Thomasville City Schools, Winston-Salem/Forsyth County Schools	The goal of these partnerships is to offer teacher preparation programs that reflect field and research-based best practices. At the same time, teachers and administrators have the opportunity to participate in professional development.	Elementary and Middle Grades undergraduate and graduate candidates complete pre-service and final internships in Professional Development Schools. The candidates have broad and intensive experiences in all aspects of teaching. Public school teachers and administrators are actively involved in pre-service training and participate in professional development activities, in collaboration with UNCG faculty.	Candidates complete undergraduate and graduate degree programs in elementary and middle grades education with evidence of outstanding knowledge and skills. On most measures of professional knowledge and skills, 98-100% of candidates receive ratings of proficient or higher.
UNCG/Wachovia Teacher Mentoring Network: School of Education/Alamance-Burlington Schools System, Asheboro City Schools, Chatham County Schools, Guilford County Schools, Randolph County Schools	The goal of the project is to form a network of master teacher mentors who will work with beginning teachers to ensure their success and foster retention.	The first activity is a Summer Leadership Institute at which outstanding mentors from five school districts will develop advanced mentoring skills and begin to plan mentoring activities for the 2006-07 academic year. In 2006-2008, the UNCG project coordinator, UNCG faculty and public school administrators and teachers will develop and implement mentoring and professional development programs that are tailored to the needs of each school district that participates in the partnership.	90 mentor teachers and supervisors from each district are registered to participate in the week long training session June 19 – 23.
Off-Campus Master's Degree Programs: Department of Curriculum and Instruction/Asheboro, Department of Curriculum and	The goal of this partnership is to provide accessible professional development for teachers in counties that are distant from campus.	Courses are offered either at county sites or online.	UNCG continues to provide advanced degree programs to off-campus cohorts.

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Instruction/Thomasville			
Off-Campus Master's Degree Programs: Department of Library and Information Studies/Charlotte	The goal of this partnership is to provide accessible professional development for media coordinator candidates in counties that are distant from campus.	Courses are offered either at a Charlotte site or online.	UNCG continues to provide advanced degree programs to off-campus cohorts.
University/School Teacher Education Partnership (USTEP) Collaborative School Improvement and/or Research Projects: UNCG/Alamance-Burlington Schools System, Guilford County Schools, Lexington City Schools, Thomasville City Schools, Randolph County Schools, Rockingham County Schools, Winston-Salem Forsyth County Schools	The goal of these partnerships is to provide support for school improvement projects and research, to include B-12 innovative instructional strategies, focus on inclusive learning environments and differentiated instruction to meet the needs of all students, and faculty/principal networks to provide collaborative approaches to school improvement.	In 2005-06, USTEP funded eight projects for a total of \$35,580. The projects are: 1. Building Inclusive Learning Communities: A K-12 Partnership Model. 2. Crossing the Chasms of the Disciplines: Integrating the Secondary School Curriculum at New Century High School with the M & Ms. 3. Early Childhood Partnership Project. 4. Improving Elementary Science Education at UNCG's Professional Development Schools in Rockingham County. 5. Launching into Space Science: A Collaborative USTEP Project. 6. PTEC-UNCG USTEP Project for 2005-2006: Fostering Classroom Action Research among Experienced National Board Certified Teachers in the Piedmont Triad Education Consortium. 7. Secondary Teacher Education Program Collaborative (STEPCC).	The projects implemented new instructional approaches and established collaborative networks among teachers and administrators. 1. Building Inclusive Learning Communities prepared teams of general education and special education teachers, as well as pre-service interns, to plan, implement and assess the use of inclusive instruction practices that address the individual educational needs of diverse learners in general education classrooms. 2. Crossing the Chasms of the Disciplines enabled teachers to work on collaborative, interdisciplinary projects. 3. The Early Childhood Partnership Project provided training for approximately 185 pre-kindergarten and kindergarten teachers from 49

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			<p>schools and programs. Among their foci was teachers working with families. 4. Teachers at several schools improved their knowledge and skills of best practices in science education. 5. Launching into Space Science provided science education opportunities for Guilford County elementary teachers, recruited high school and UNCG students for science education, and engaged district science teachers in professional development. 6. Teachers who participated in PTEC had the opportunity to develop practitioner, leadership and research skills as they identified and implemented classroom-based research projects that tested innovative approaches to instructions. 7. The Secondary Teacher Education Program involved teachers and administrators from three school districts in the development and implementation of a model of pre-service supervision and support to enhance the pre-</p>

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			service teachers' internship experiences.
Partnership for Inclusive Practice: Special Education Service/ Charlotte-Mecklenburg Schools (CMS)	The partnership goal was to implement inclusive services for students with disabilities, particularly those with mild to moderate disabilities. This partnership is based on the strategic plan for CMS, which includes a clear directive to take deliberate steps to accomplish inclusive schooling.	Activities include summer training for teams of participants, presentations for groups directly or indirectly affected by the project (e.g., all principals in the district; central office staff in the area of curriculum), consultation related to evaluation of the initiative, support for coaches for the project, and limited on-site support for participating schools.	The partnership has resulted in increased inclusive services for students with disabilities.
Partnership for Inclusive Practice: Special Education Service/Guilford County Schools	The goal of the partnership is to increase inclusive practices with an emphasis on middle schools.	The chair of the Department of Specialized Education Services met several times with GCS central office staff to plan training for their initiative, to solve problems related to identified issues, to offer suggestions for implementation and evaluation, and to provide materials to be used in the project.	The partnership has resulted in planning for increased inclusive services for students with disabilities.
Partnership for Inclusive Practice: Special Education Service/ Mississippi Department of Education	The goal of the partnership is to significantly increase the percentage of students with disabilities who receive their education in the least restrictive environment (LRE), specifically general education classrooms.	Activities are broad-based and include 1) assisting in writing policies that foster inclusive education; 2) providing technical assistance to MDE staff and contracted technical assistance staff members; 3) providing professional development to audiences that include district and site administrators, general and	The partnership has resulted in increased inclusive services for students with disabilities.

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		special education teachers, related services personnel, and parents and community members; 4) functioning as an observer and participant on state-mandated site visits related to compliance with special education policies; 5) advising the Mississippi State Director of Special Education on matters related to least restrictive environment (LRE) and 6) interacting with the plaintiff's attorney on matters related to LRE.	
Partnership for Support of At-Risk Students: Department of Social Work (School Social Work)/Winston Salem-Forsyth County Schools	The goals of the partnership are to establish effective group support for at risk students and to evaluate the impact of the program.	School Social Work faculty provide training on setting up, planning, & facilitating effective groups for at risk students. In exchange, the school social workers collect data following a research design that the department developed.	Now in its third year, this preparation and research project has trained approximately 20 school social workers and collected data concerning the impact of the program.

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

The SOE, Department of Psychology and Greensboro AHEC offered an ADHD Symposium for parents and professionals; and the SOE, with the Department of Educational Leadership and Cultural Foundations, offered an Educational Leadership Symposium, focused on teacher retention, for 125 principals. The SOE also established a professional development network of 27 SOE faculty members who provided professional development and other support to Piedmont Triad schools and established an online discussion board for the recruitment and support of National Board Certification candidates. Faculty in the Department of Counseling and Educational Development led wellness programs at a local school, received a Triad mentor grant to identify physical and mental health needs of Latino students in a rural NC county, and were Principal Investigators on a grant addressing diabetes risks in persons of color in the Triad. Faculty and students in the interpreter training program provided services and support in 21+ projects that included interpreting at sports, theatre, and educational advising activities. The Center for Educational Studies and Development planned the Children's Festival and Health Celebration and the Piedmont Young Writers' Conference. Teaching Fellows volunteered for both the Health Celebration and Writers' Conference. In addition, they co-sponsored a teen dance, sponsored a Holiday Social and gifts for the residents of a residential recovery facility for women and their children, raised \$10,500 for a middle school in Mississippi, and volunteered for Lutheran Family Services and for Greensboro ARC. The Director of the Teaching Resources Center and UNCG faculty arranged for a NASA scientist to visit students in four Triad elementary schools and to provide professional development opportunities for teachers. The Piedmont Triad Education Consortium provided services to 17,841 people in 15 school districts. The Collegium (CASSE) provided leadership training for 80 child nutrition directors. In total, faculty and staff participated in 161 consultations with public organizations and agencies and 173 partnerships with other educational institutions and non-profit agencies with the goal of improved B-12 education.

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

The SOE presented a 2-day Professional Development Summer Institute that focused on beginning teaching skills for 70 recent UNCG graduates and other teachers. Fifty-eight teachers and other school personnel attended the University/School Teacher Education Partnership's (USTEP) 8th annual Summer Leadership Institute; a 3-day workshop entitled Outstanding Teachers, Outstanding Mentors. Participants improved their skills as teacher leaders and mentors of beginning teachers. USTEP also funded 3 Summer Short Courses for approximately 30 beginning and career teachers who were seeking licensure renewal credits. The courses were Enhancing the Learning of ESOL Students; Meeting IEP Goals in General Education Classrooms: Instructional Strategies; and Working with Diverse Learners: Planning Instruction for All Children. In summer 2005, the NC TEACH (NCT) site coordinator, university faculty and master teachers led the 6th annual summer institute to prepare lateral entry teachers to enter the classroom. The program continued with additional coursework in the fall and spring semesters. NC TEACH mentors, under the direction of a field coordinator, observed NC TEACH participants in their classrooms and provided ongoing support, guidance and evaluation. The

NCT coordinator also continued to support teachers from earlier NCT cohorts, providing guidance as needed. The SOE prepared online formats for the first six semester hours of NCT coursework. Participants in the summer 2005 NC TEACH institute were the first cohort to enroll in these online courses. The Wachovia Foundation funded a three-year project, the UNCG/Wachovia Teacher Mentoring Network, for \$719,000. This project will form a network of master teacher mentors who will work with beginning teachers to ensure their success and foster retention. develop a network of expert mentors who will provide support for beginning teachers.

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

The coordinators of the Alternative Licensure Program and NC TEACH (NCT) worked with faculty in 16 subject areas to review applicants' credentials, develop individualized programs of study, and provide support for clinical experiences. In summer 2005, the NC TEACH (NCT) admitted more than 60 new and 1st year lateral entry teachers to the 6th annual summer institute; candidates continued to take coursework in the fall and spring, with most becoming eligible for licensure within one year. NC TEACH mentors, under the direction of a field coordinator, observed NC TEACH participants in their classrooms and provided ongoing support, guidance and evaluation. The NCT coordinator also continued to support teachers from the first five NCT cohorts, providing guidance as needed. The SOE prepared online formats for the first six semester hours of NCT coursework. Participants in the summer 2005 NC TEACH institute were the first cohort to enroll in these online courses. The Department of Specialized Education Services (SES) Post-Baccalaureate Alternative Initial Licensure (PAIL): General Curriculum continued to recruit students; the new SPED-Ex, a concentrated delivery of PAIL, enrolled 28 students in summer 2005. The Associate Dean, the Director of Recruitment, Retention and Professional Development, the Teachers Academy Licensure Advisor and the Assistant Director of the Teachers Academy met with Piedmont Triad administrators and lateral entry teachers to distribute printed materials and provide information about UNCG licensure programs. The Licensure Advisor (a new full time position) offered two information sessions to recruit licensure-only candidates, attended district meetings for beginning teachers and provided information and guidance in response to inquiries.

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

The Director for Recruitment, Retention and Professional Development recruited 27 faculty volunteers for the new professional development network and facilitated collaboration between the network and Piedmont Triad school districts for professional development and support. The University/School Teachers Education Partnership (USTEP) and the SOE funded a yearlong collaborative program to develop a support program and online discussion board for National Board Teacher Certification candidates. With USTEP funding, 4 SOE faculty members, 1 Greensboro College faculty member, and 13 National Board Certified Teachers from 8 Piedmont districts participated in workshops and grant writing to support action research. Seven USTEP Collaborative School Improvement and/or Research Projects provided professional development opportunities for teachers, administrators and parents in 8 school districts. Fifty-eight teachers and other school personnel attended USTEP's 8th Annual Summer Leadership Institute, a 3-day

workshop entitled Outstanding Teachers, Outstanding Mentors. Participants improved their skills as teacher leaders and mentors of beginning teachers. USTEP funded 3 Summer Short Courses for approximately 30 beginning and career teachers who were seeking licensure renewal credits. The courses were Enhancing the Learning of ESOL Students; Meeting IEP Goals in General Education Classrooms: Instructional Strategies; and Working with Diverse Learners: Planning Instruction for All Children. USTEP also provided 31 travel grants for faculty and public school teachers to attend professional conferences such as the N.C. Teacher Education Forum, the Holmes Partnership Conference, the Professional Development Schools Conference, and the American Association of Colleges for Teacher Education Annual Meeting. The Piedmont Triad Education Consortium, housed at UNCG, presented workshops and services to 17,841 teachers and other school personnel in 15 school districts; the workshops focused on mentoring and school leadership and literacy instruction in summer 2006.

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

All departments worked with schools with high diversity and/or high poverty levels. Curriculum and Instruction had Professional Development School partnerships and internship placements in 12 elementary schools, 7 middle schools, and 9 high schools with high minority and/or poverty populations. The partnerships included collaboration on professional development, school improvement projects, pre-service internships and student teaching placements. Selection for the new UNCG/Guilford County Schools M.Ed. cohorts for middle grade teachers focused on Title I and other highly impacted schools. Eleven schools involved in USTEP Collaborative School Improvement/Research projects were high impact schools. All USTEP professional development activities and the Yopp Professional Development Institute included participants from high impact schools. The off-campus doctoral cohort program in educational leadership in Alamance/Burlington County Schools is preparing educators for administrative positions in schools highly impacted by poverty. A key focus of the program is preparing administrators to work with teachers to facilitate student retention and achievement.

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

SBE priorities are addressed through the Conceptual Framework (Developing caring, collaborative, and competent educators who work in diverse settings), assessment system, programs, and service. 1) High student performance: Licensure programs are aligned with NC Program Approval Standards, Standard Course of Study, and state and national standards. The unit-wide assessment system is used by the SOE and individual programs to evaluate and provide feedback about candidate knowledge and skills, and to direct program changes. USTEP Collaborative School Improvement projects focused on science instruction, transitions to high school, and partnerships to enhance pre-service clinical experiences and teacher development. 2) Quality teachers, administrators, and staff: Professional development included the new alternative licensure program, workshops and online discussion board for National Board Teacher Certification candidates, the Yopp Professional Development Institute for beginning teachers, USTEP Leadership Institute, 3 short courses for teachers, Educational Leadership Symposium for principals, professional development embedded in USTEP School Improvement projects, 31 travel grants to professional conferences, the Wachovia Foundation grant to provide

mentoring support for beginning teachers, and 3 new M.Ed. cohorts in Guilford County 3) Safe, orderly, and caring schools: UNCG believes that interaction with students' families/communities increases B-12 achievement. Teaching Fellows participated in community-based explorations, co-sponsored a middle school social event, and volunteered for community and university programs. (See section B.) Increasing numbers of university courses included service-learning projects. 4) Effective, efficient operations: The SOE reviewed policies, forms and handbooks and planned mandatory orientation for licensure programs. 5) Strong family, community, and business support: SOE governance and advisory committees and Professional Development Schools were collaborative efforts of university faculty, school personnel, parents, community members and/or business representatives.

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

During 2005-06, UNCG put special emphasis on collaborative efforts to identify professional development needs of public school teachers and on providing support for lateral entry, beginning and career teachers, as described in items C, D and E. The SOE also focused on recruitment of teachers, including Exploring Teaching as a Profession to recruit undergraduate students to teacher education, the IRT recruitment fair, the 2nd Annual Fall Recruitment Event for potential and current teachers, the 2nd Annual Teaching Career Day, and graduate recruitment fairs. (See items J and K.) The Assistant Director/Transfer Advisor worked with approximately 100 community college students to facilitate their transition to UNCG's teacher education programs and, in a new full time position, the Licensure Advisor provided information and advising to career-changers seeking initial licensure. The SOE focused on improving and expanding the assessment system: Faculty used newly developed rubrics to assess student dispositions, teaching portfolios, and internship and student teacher performances. All faculty adopted TaskStream for recordkeeping of assessments of students' teaching portfolios and internships/student teaching, and the Teachers Academy developed a comprehensive and consistent database of student demographic information and progress through licensure programs. The SOE and individual programs use the assessment system to evaluate student performance and program structure and content. The SOE also continued to explore expanded partnership structures: University faculty and public school personnel attended the Holmes Partnership Conference, participated in collaborative planning regarding professional development schools, mentoring of beginning teachers, and other partnership activities.

Supplemental Information (Optional)

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

The Teachers Academy and individual program advisors work together to ensure that appropriate materials are available for tutoring students. In 2005-06, the 5 UNCG Plato Web Learning Network sites (stations) for Praxis I preparation have been used 142 times. UNCG also purchased 23 Praxis I and II study guides, supported 5 sites at Guilford Technical Community College and, in 2005, provided sites and training at Rockingham Community College. Project RESTART, an initiative of the Department of Specialized Education Services to recruit and

prepare teachers, offered 8 Praxis I workshops for more than 110 candidates who were applying for admission to the Teachers Academy in birth-kindergarten, elementary education, English, mathematics and special education, as well as for several community college students; individual faculty members also provided tutoring for students. Methods faculty incorporate coaching on the test formats in their courses, as well as through workshops.

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

The SOE participated in graduate recruitment fairs, including the Institute for the Recruitment of Teachers to recruit minority graduate students. The SOE also recruited for the Teacher Assistant Scholarship Program, a GCS/UNCG program that supports teacher assistants who seek a bachelor's degree in elementary education; 5 applications were processed; 4 assistant graduated in 2006. The Departments of Educational Research and Measurement, Library and Information Studies, and Specialized Education Services (SES) recruited students through professional organizations, contacts at universities and colleges, and networking. The Teachers Academy offered two information sessions for lateral entry teachers, attended district meetings for beginning teachers, developed promotional literature and advised students. The Director of Recruitment, Retention, and Professional Development hosted four campus events for recruitment of high school students: Teacher Career Day, the Children's Festival and Health Celebration, Senior Day and a lecture by a 67 year veteran of the classroom for approximately 360 high school students from 11 school districts. The Director also visited 15 high schools in 7 schools districts to present programs on teacher education. Teaching Fellows also represented their program in recruitment efforts in the Triad region. Four SOE staff members, including a new full time alternative licensure advisor, provided information and support for freshman, sophomore, alternative licensure, second-degree and community college students. More than 25 undergraduates who had not declared a major participated in the Exploring Teaching as a Profession Learning Community and special meetings; students visited the Natural Science Center to learn about science education and Grimsley High School to learn about secondary education. In fall 2005, UNCG enrolled the first Guilford County Schools' Education Academy for high school students, with financial support from the district. The SOE raised \$974,500 through gifts, bequests, and pledges. Among the SOE's development priorities are undergraduate scholarships and graduate fellowships. Professional development workshops were also recruitment and retention opportunities.

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

UNCG is committed to recruiting and retaining high-quality students from diverse backgrounds. UNCG participated in the Institute for the Recruitment of Teachers' annual minority recruitment event. The SOE currently provides support for 3 IRT scholars. The Departments of Educational Research and Measurement, Library and Information Studies, and Specialized Education Services (SES) have focused plans to recruit minority students through professional organizations, contacts at universities and colleges, and networking. Recruitment from diverse groups is a focus of 3 SES grants: Undergraduates for Project RESTART, undergraduates in the Auditory-Oral deaf education program, and doctoral students in Project LEADS. The Director of

Recruitment, Retention, and Professional Development hosted four campus events for recruitment: Teaching Career Day, the Children's Festival and Health Celebration, Senior Day and a lecture by a 67 year veteran of the classroom. Approximately 360 high school students from 11 school districts participated. The Director also visited 15 schools in 7 schools districts to meet with students and present a program on teacher education. More than 25 students participated in the Exploring Teaching as a Profession Learning Community and/or spring semester special meetings. Students visited the Natural Science Center (to promote science education) and Grimsley High School (to promote secondary education). The Teachers Academy Licensure Advisor and Assistant Director offered two information sessions for lateral entry teachers, attended district meetings for beginning teachers, developed promotional literature and advised students. In fall 2005, UNCG enrolled the first Guilford County Schools' Education Academy for high school students, with financial support from the district.

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

Greater emphasis is being placed on research, program evaluation and collaboration. To that end, three newly hired directors worked with faculty with specific objectives: 1) The Director of Assessment assisted faculty in the implementation of a unit-wide assessment plan. All programs used Dispositions Rubrics, Portfolio Rubrics and the Pre-service Teacher Growth and Assessment Profile to evaluate candidate knowledge and skills, as well as program effectiveness. Data was used to guide student progression in their programs and program improvement. 2) The Director for the Center for Educational Research and Evaluation is responsible for the development and implementation of the Center's grant activity. 3) The Director of Recruitment, Retention, and Professional Development connected school districts with the new SOE Professional Development Network and planned recruitment events. (See J & K.) The SOE is searching for Research Director who will assist faculty members in identifying sources for external funding and developing proposals. In 2005-06, external funding for research garnered by the SOE and its affiliated units totaled over \$16 million. The Wachovia Foundation funded a three-year project, the UNCG/Wachovia Teacher Mentoring Network, for \$719,000. This project will form a network of master teacher mentors who will work with beginning teachers to ensure their success and foster retention. The U.S. Department of Education provided \$800,000 that will help recruit outstanding students to the new doctoral program in special education. Also in order to recruit high-quality doctoral students, the SOE raised graduate student stipends. The SOE offers an 18 semester hour sequence of NC TEACH courses designed for lateral entry teachers. In 2005, faculty prepared online formats for the first six semester hours of coursework as an intensive, focused preparation for career-changers before they begin to teach. The NC TEACH cohort completes their licensure programs in the fall and spring semesters while teaching.

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	5
	Asian/Pacific Islander	1	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	102
	Hispanic	1	Hispanic	11
	White, Not Hispanic Origin	109	White, Not Hispanic Origin	503
	Other	3	Other	7
	Total	123	Total	633
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	13
	Other	1	Other	0
	Total	9	Total	16
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	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	5	Total	20
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	42
	Other	0	Other	0
	Total	22	Total	61

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)	1	1
Elementary (K-6)		
Middle Grades (6-9)	4	3
Secondary (9-12)	15	13
Special Subject Areas (k-12)	6	5
Exceptional Children (K-12)	1	1
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	27	23
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,059
MEAN SAT-Math	529
MEAN SAT-Verbal	530
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	332
MEAN CBT-W	324
MEAN CBT-M	329
MEAN GPA	3.28
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	28	9	3	3
Elementary (K-6)	133	11	0	0
Middle Grades (6-9)	17	0	3	3
Secondary (9-12)	34	5	2	2
Special Subject Areas (K-12)	79	17	4	4
Exceptional Children (K-12)	28	9	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	11	3	0	0
Total	330	54	12	12
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	116	100
Spec Ed: BED	1	*
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	15	100
Spec Ed: LD	5	100
Institution Summary	138	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	81	182	42	12	2	3
U Licensure Only	1	1			1	
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	4				1
U Licensure Only	2	2	1		2	2
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	258	90	74
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	1,654
Forsyth County Schools	722
Randolph County Schools	462
Wake County Schools	370
Rockingham County Schools	348
Charlotte-Mecklenburg Schools	342
Alamance-Burlington Schools	334
Davidson County Schools	300
Durham Public Schools	140
Rowan-Salisbury Schools	127

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.	3.49	3.59	3.63
preparation to effectively manage the classroom.	3.37	3.26	3.42
preparation to use technology to enhance learning.	3.38	3.29	3.49
preparation to address the needs of diverse learners.	3.46	3.29	3.47
preparation to deliver curriculum content through a variety of instructional approaches.	3.52	3.43	3.60
Number of Surveys Received	107	97	127
Number of Surveys Mailed	194	194	194

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
87	21	81