

# IHE Bachelor Performance Report

## UNC-Greensboro

2006 - 2007

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### 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 116 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 15,920 students in 2006-07, 80% were undergraduates and 20% were graduate students, and 68% of undergraduates were female and 32% male. Eight percent of undergraduate and 14% of graduate students were from out-of-state. The ethnic minority enrollment was 29%, including 20% African American undergraduate students and 14% African American graduate students. Approximately 65.4% of degree-seeking undergraduate students received financial aid. The UNCG faculty is committed to excellence in teaching, research, and public service; 79.5% of the 790 full-time faculty hold terminal degrees. The ratio of students to faculty is 17 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 almost 5000 new undergraduate and graduate students and 2000 transfer 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 2006-07, The SOE met all 6 NCATE standards for initial and advanced licensure during its continuing accreditation review. It ranked 30th on the U.S. News and World Report of the top 50 schools of education, and the counselor education program was ranked 2nd in the nation. 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 4 in the nation. The SOE supports one of the largest Teaching Fellows programs 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 29 licensure programs at the undergraduate, licensure-only, and graduate levels. Six undergraduate programs are offered through the SOE, 15 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 language arts, mathematics, science and social studies; music; physical education; physics; second language studies in French, 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; speech and language pathology; 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 the 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 (SCDE) INITIATIVES

## A. Direct and Ongoing Involvement with/Service to Public Schools

| LEAs/Schools with whom the Institution Has Formal Collaborative Plans                   | Priorities Identified in Collaboration with LEAs/Schools   | Activities and/or Programs Implemented to Address the Priorities   | Summary of the Outcome of the Activities and/or Programs  |
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| <p>Guilford County Partnership: The School of Education and Guilford County Schools</p> | <p>SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools • NC public schools will produce globally competitive students. The purpose of the UNCG/GCS Partnership is simultaneous renewal and program improvement in the following areas: • Teacher education preparation • PK-12 student achievement • Research/knowledge development • Professional development for both the university and school district • Recruitment and retention of teachers and administrators</p> | <p>Activities include: 1. Monthly meetings of the Steering Committee 2. Facilitation of 3 M.Ed. cohorts for middle grades teachers in mathematics, science and social studies that are responsive to identified county needs. 3. Completion of NC QUEST grant, Collaborative Assessment of Literacy Skills in Mathematics and Science, a project to enhance instruction in mathematics and science through improved literacy instruction. 4. Receipt of NC QUEST grant, Teachers Teaching Teachers, to develop learning communities, provide professional development in</p> | <p>1. At monthly meetings, the Dean and Associate Dean of the c, the Superintendent of Guilford County Schools, and other faculty and administrators discuss issues of mutual concern and growth, such as improvement of math and science education, support for beginning teachers, and preparation and support for alternative licensure teachers. 2. 50 Guilford County teachers are now enrolled in Master’s of Education cohorts in which they are increasing their content knowledge and pedagogical skills in science, social studies and mathematics education. The teachers are maintaining 3.0 grade point averages and report improvement in their classroom instruction. 3. The School of</p> |

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|  |   | <p>the content area for high school science teachers, and ultimately, improve 9-12 science learning. 5. Receipt of a grant, Preparing Outstanding Science Teachers (POST), to improve science education in secondary schools. UNCG participates as a subcontractor on the grant to Guilford County Schools. 6. Collaborative planning of a secondary PDS (Northern Guilford High School)</p> | <p>Education collaborated with faculty in College of Arts and Sciences and Guilford County Schools to develop materials and methodologies focused on literacy in the content areas of science and mathematics. 4. Planning is underway for the first professional development opportunities for Teachers Teaching Teachers. 5. Through participation in POST, science teachers will improve their content knowledge and instructional practice. Classes begin in summer 2007. 6. Approximately 30 Northern Guilford High School faculty and 15 UNCG faculty members from the Departments of Curriculum and Instruction and Educational Leadership and Cultural Foundations and school-based administrators and teachers participated in professional development sessions, developed mission and</p> |

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|  |   |  | belief statements, and program plans; attended the annual conference of the national Professional Development Schools organization; and held meetings with community leaders and parents. The school will open in 2007-08.   |
| Professional Development for Beginning Teachers: The School of Education and Triad Regional School Districts | SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools The goal of professional development activities is to improve teacher and administrators' knowledge, skills and leadership, and, ultimately, improve B-12 achievement. | Workshops and institutes were developed collaboratively by UNCG faculty and public school teachers and administrators, and were responsive to public school needs. 1. Among other professional development activities, the School of Education offered the Yopp Professional Development Summer Institute, a 2-day program for 63 recent UNCG graduates and other teachers. The institute focused on beginning teaching skills, including appropriate professional | All workshops/institutes (Yopp Professional Development Summer Institute and Wachovia professional development institute and workshops) were evaluated very positively by participants in terms of learning and accessibility. Participants expressed a desire to return for future activities. The first 70 Wachovia mentors provided enhanced support for beginning teachers, including a number of lateral entry teachers who were participants in UNCG's NC TEACH program. |

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|   |   | dispositions and effective communication with families and administrators.<br>2. The Wachovia Mentoring Network identified mentors for beginning teachers and provided professional development in terms of mentoring and leadership skills. Seventy Wachovia Mentoring Network mentors participated in two or more training institutes and workshops during 2006-07 and worked closely with beginning teachers. An additional 70 mentors will be in training programs in summer 2007 (see below). |  |
| Professional Development for Teachers: The School of Education, the SOE Office of Retention, Recruitment and Professional Development and Triad Regional School Districts | SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools • NC public schools will produce globally competitive students. The goal of professional | 1. The Professional Development Network increased to 42 faculty members. Facilitated by the Director of Recruitment, Retention and Professional Development, workshops were developed in   | All of the programs were developed collaboratively by UNCG faculty and public school teachers and administrators, and were responsive to public school needs. They were evaluated very positively by participants in terms of learning and |

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|  | development activities is to improve teacher and administrators' knowledge, skills and leadership, and, ultimately, improve B-12 achievement. | alignment with school districts' needs. Four workshops are planned for summer 2007: Beyond the Walls: National Board Renewal and Action Research; No Money Left Behind: Grant Opportunities for K-12 Educators; Educational Leadership Symposium: Leadership 2007 for School Administrators; Launching the TI-Nspire: A 3-Day Hands-on Institute for Mathematics Instructors. 2. Many other departments and licensure programs, including Art, Birth-Kindergarten, Chemistry, Counseling and Educational Development, Curriculum and Instruction, Social Work, Specialized Education Services, and the Teaching Resources Center provided presentations and | accessibility.  |

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|  |   | workshops for teachers.  |   |
| Professional Development Schools for Teacher Preparation: The School of Education and Chatham County Schools, Guilford County Schools, Rockingham County Schools, Thomasville City Schools, Winston-Salem/Forsyth County Schools | SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools The goal of these partnerships is to offer teacher preparation programs that reflect field and research-based best practices, support for K-12 learning, research opportunities, and 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 and school-based research, 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: The School of Education and Alamance-Burlington Schools System, Asheboro City Schools, Guilford County Schools, Randolph County Schools, Winston-Salem/Forsyth                          | SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools The goal of the project is to form a network of master teacher   | The network began with leadership and mentor training for 70 outstanding mentors from 57 schools in 4 school districts at summer and winter 2006 institutes. Mentors worked with   | The Wachovia Teacher Mentoring Network will be comprised of 140 outstanding mentors by June 2007. Partnering districts report that the program is enhancing their support of beginning teachers   |

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| County Schools, Yadkin County Schools, Surry County Schools, Davidson County Schools, Lexington City Schools and Elkin City Schools.  | mentors who will work with beginning teachers to ensure their success and foster retention.   | Beginning Teachers I and II, including alternative licensure teachers. The Director of the Wachovia project met regularly with district administrators and mentors to identify, collaboratively, induction programs, mentoring structures and training tailored to the needs of each school district that participates in the partnerships. In summer 2007, the first cohort will participate in advanced mentor training. A second cohort of 70 mentors from 6 additional districts will begin training. | and that they are enthusiastic about the opportunity to work closely with the university. On surveys evaluating their training experiences, participants rated their satisfaction with the institute and its impact from 4.59 to 4.74 on a 5.0 scale. |
| Off-Campus Master's Degree Programs: The School of Education Department of Curriculum & Instruction and Asheboro City Schools, Lexington City Schools and Thomasville City Schools; and the Department of Library and | SBE goals: • NC public schools will be led by 21st century professionals The goal of these partnerships is develop programs that are responsive to district needs and accessible to teachers in counties that, in most cases, | Courses are offered either at county sites or online.   | UNCG continues to provide advanced degree programs to off-campus cohorts. Candidates are enthusiastic about the accessibility and quality of the programs and cohort experiences.   |

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| Information Studies with Charlotte/Mecklenburg Schools   | are distant from campus. The partnerships also provide the opportunity to form strong cohort experiences, with close learning relationships among candidates and between faculty and candidates.   |   |   |
| University/School Teacher Education Partnership (USTEP) Collaborative School Improvement and/or Research Projects: The School of Education and Asheboro City Schools, Chatham County Schools, Guilford County Schools, Yadkin County Schools | SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools • NC public schools will produce globally competitive students. The goal of these partnerships is to provide professional development and establish innovative programs that result in improved B-12 achievement. | In 2006-07 USTEP funded five projects for a total of \$31,669. The projects focused on: 1. improved literacy instruction for high school students 2. English language learning in public school pre-kindergarten classrooms 3. kindergarten curriculum and instruction 4. the establishment of a high school professional development school 5. action research by National Board certified teachers. All projects included collaboration among members of school and university faculty and substantive professional | The projects implemented new instructional approaches and established collaborative networks among teachers and administrators. |

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|   |   | development. In several cases, parents and community members were also actively involved in the partnership work.  |  |
| Partnership for Inclusive Practice: Special Education Service and Charlotte-Mecklenburg Schools (CMS), Special Education Service and Guilford County Schools (GCS), Special Education Service and Mississippi Department of Education (Mississippi) | SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools • NC public schools will produce globally competitive students. • NC public school students will be healthy and responsible. The partnerships goals were to implement or increase inclusive services for students with disabilities. | 1. CMS: Activities include summer training for teams of participants, presentations for groups 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 on-site support for participating schools. 2. GCS: The chair of the Department of Specialized Education Services met with GCS central office staff to plan training, solve problems related to identified issues, discuss implementation and evaluation, and provide | The partnerships have resulted in increased inclusive services for students with disabilities. |

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|  |   | <p>materials to be used in the project. 3. MDE: Activities include assisting in writing policies that foster inclusive education; providing technical assistance to MDE staff and contracted technical assistance staff members; providing professional development to audiences that include district and site administrators, general and special education teachers, related services personnel, and parents and community members; functioning as an observer and participant on state-mandated site visits related to compliance with special education policies; advising the Mississippi State Director of Special Education on matters related to least restrictive environment (LRE) and interacting with the</p> |   |

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|   |   | plaintiff's attorney on matters related to LRE.   |  |
| Partnership for Support of At-Risk Students: Department of Social Work and Winston Salem/Forsyth County Schools (WSFCS), Department of Social Work and Chatham County Schools (CCS) | SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools • NC public schools will produce globally competitive students. • NC public school students will be healthy and responsible. The goals of the partnership are to establish effective group support for at-risk students and to evaluate the impact of the program. | 1. WSFCS: School Social Work faculty provided training on setting up, planning, and facilitating effective groups for at-risk students. School social workers collected data following a research design that the department developed. 2. CCS: School Social Work faculty provided training to school district personnel regarding the establishment, planning, and facilitation of effective groups for at-risk students. | 1. 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. 2. Social workers are trained to work with at-risk students. |
| Continuous Improvement Monitoring System Team: The School of Education with Rockingham County Schools   | SBE goals: • NC public schools will be lead by 21st Century professionals. • NC public schools will produce globally competitive students The goal of the partnership is monitoring of continuous improvement in special education on a five-year   | Faculty in the Department of Educational Leadership and Cultural Foundations served on the Rockingham County Schools Continuous Improvement Monitoring System Team, which evaluated the district's  | The CIMS Team, after completing its needs assessment report in 2005-06, began to address the program improvement issues that were identified, especially the over-identification of African American students in special                 |

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|  | cycle in order to assure compliance, best practices, and program improvement, as required for school districts.   | special education program. In a county committed to an inclusionary model, expertise on the UNCG faculty contributed to best practices in this area.  | education.  |
| Collaboration to Improve the Academic Achievement of Hispanic Students: The School of Education (the Department of Educational Leadership and Cultural Foundations) with Asheboro City Schools | SBE goals: • NC public schools will be lead by 21st Century professionals. • NC public schools will produce globally competitive students. • Leadership will guide innovation in NC public schools. The goal of the partnership is to improve the achievement of Hispanic student in Asheboro City Schools. | The project worked with teachers and administrators to study how they were interacting with and responding to their growing Latino population. Interviews and observations were conducted and these data were analyzed. | A report was presented to the Asheboro City Schools in late 2006 and subsequent discussion about next steps will occur. |

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

The School of Education, with the Department of Educational Leadership & Cultural Foundations, offered Educational Leadership Symposium 2006: Leadership for 21st Century Schools for 80 principals. The SOE continued to build a professional development network which now includes 42 SOE faculty members who provided support to Piedmont Triad schools. Faculty in individual departments provided service for teachers and students. For example, 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, were principal investigators on a grant addressing diabetes risks in persons of color in the Triad, received grant funding for a preventive program targeting domestic violence among same sex couples, and received funding to do outreach to identify children and adolescents needing clinical services. Library and Information Studies faculty worked with local students in Love of Books, a literacy program, and Math Superstars, a literacy/math program. Physical Education provided value-embedded sport programs to students at a Title I school and 2 Boys & Girls clubs. 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 projects, sponsored a holiday social for the residents of a residential recovery facility for women and their children, and volunteered over 2500 hours in area elementary, middle and high schools. The Teaching Resources Center loaned books and equipment to a local high school that was destroyed in a fire. The Piedmont Triad Education Consortium, housed at UNCG, presented workshops and services to 18,210 teachers and other school personnel in 15 school districts. The Collegium for the Advancement of Schools, Schooling & Education provided leadership training for 41 child nutrition directors and entered into 20 partnerships with educational institutions and non-profit agencies with the goal of development of current and future educators.

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

In 2006, the Wachovia Foundation funded a three-year project, the UNCG/Wachovia Teacher Mentoring Network, for \$719,000. The goal of the project was to form a network of master teacher mentors who would provide support for beginning teachers to ensure their success and foster retention. By the end of the 2006-2007 academic year, the SOE and 10 schools districts had developed strong partnerships that identified induction programs appropriate for the individual districts. In 2006-07, the Teacher Mentoring Network provided ongoing professional development for 70 mentors from four school districts. Two institutes focused on teacher leadership and mentoring skills; workshops dealt with topics identified by the districts. The director and six additional districts identified 70 mentors to begin their training in summer 2007. The Wachovia Foundation grant and the University/School Teacher Education Partnership also provided travel grants for faculty and public school teachers and administrators to attend the professional conferences of the Holmes Partnership, Professional Development Schools, and the New Teachers Center. These conferences provided

frameworks and information for planning related to induction. Additionally, the SOE presented the sixth annual Yopp Professional Development Summer Institute for 63 recent UNCG graduates and other beginning teachers. The institute focused on teaching skills, including appropriate professional dispositions and effective communication with families and administrators.

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

The advisor for the NC TEACH (NCT) alternative licensure program worked with faculty in 16 subject areas to review applicants' credentials, develop individualized programs of study, and provide support for clinical experiences. In summer 2006, the NC TEACH admitted 51 new and 1st year lateral entry teachers to the 7th annual summer institute. Candidates continued to take coursework in the fall and spring, with most becoming eligible for licensure within one year. The NC TEACH advisor also worked with approximately 50 candidates who took courses through the traditional licensure-only program rather than the NCT course sequence. NC TEACH mentors and field supervisors observed candidates in their classrooms and provided ongoing support, guidance and evaluation. The advisor and coordinator also continued to support teachers from earlier cohorts, providing guidance as needed; advised more than 100 applicants for the 2007-08 academic years; and provided information for Regional Alternative Licensure Center candidates. The SOE began interdisciplinary discussions about revisions that would take NC TEACH to the graduate level. The Department of Specialized Education Services (SES) received \$2,400,000 for support of students preparing for careers in early childhood special education, careers with young children with hearing losses, and the recruitment and retention of non-traditional students and Ph.D. students in special education. 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 provide information about UNCG licensure programs and distribute printed materials. The NC TEACH advisor and coordinator 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 42 faculty volunteers for the SOE 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) provided \$31,669 in funding for 5 Collaborative School Improvement and/or Research Projects. These projects included professional development leading to improved literacy instruction for high school students, English language learning in public school pre-kindergarten classrooms, and kindergarten curriculum and instruction, as well as planning for a high school professional development school and action research by National Board certified teachers. In addition, 70 teachers and 5 school administrators attended the USTEP/Wachovia 9th Annual Summer Leadership Institute, a 5-day workshop. Participants improved their skills as teacher leaders

and mentors of beginning teachers. USTEP and the Wachovia Foundation grant also provided 43 travel grants for faculty and public school teachers and administrators to attend professional conferences of organizations such as the N.C. Association of Colleges for Teacher Education, the Holmes Partnership, Professional Development Schools (PDS), National Staff Development Council, New Teachers Center, Carnegie Foundation for the Advancement of Teaching, and the American Association of Colleges for Teacher Education. The Departments of Curriculum and Instruction and Educational Leadership and Cultural Foundations facilitated 5 master's level cohorts that were developed in collaboration with local school districts. Thirty-five educators participated in a grant writing workshops offered by the Teaching Resources Center and 40 middle grades math and science teachers participated in a program entitled A Positive and Pro-active Approach to Classroom Management and Instruction in Science. The Piedmont Triad Education Consortium, housed at UNCG, presented workshops and services to 18,210 teachers and other school personnel in 15 school districts; the workshops focused on mentoring, school leadership and literacy instruction.

#### **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. Placements for internships and student teaching were made with attention to candidates' having substantive experiences in highly diverse schools. Eighty-nine of the 404 student placements took place in these schools. Curriculum and Instruction had Professional Development School partnerships and internship placements in 18 elementary schools, 8 middle schools, and 7 high schools, all of which have Title I designations. These partnerships included collaboration on professional development, school improvement projects, pre-service internships and student teaching placements. The School of Education collaborated with local schools to develop and implement the UNCG/ Guilford County Schools M.Ed. cohorts for middle grade teachers, as well as four professional development and curriculum improvement grants (see section G: SBE priorities). In selecting participants for all of these programs, low-performing or high poverty schools were given preference. Schools involved in USTEP Collaborative School Improvement/ Research projects, for the most part, were highly impacted schools. The projects themselves focused on issues faced by many at-risk schools, such as instruction for English language learners and literacy instruction for high school students. All USTEP professional development activities and the Yopp Professional Development Institute for beginning teachers included participants from highly impacted schools, as well. Off-campus doctoral cohort programs in educational leadership in Alamance/Burlington County Schools and Guilford County Schools and 2 master's level principals' programs in Guilford are preparing educators for administrative positions in high poverty schools. 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.**

1) Globally competitive students and 21st century professionals: In order to ensure that candidates are able to support the education of globally competent students, all licensure

programs are aligned with state and national standards, and a unit-wide assessment system is used by the SOE and individual programs to evaluate candidate knowledge and skills and to direct program changes. In 2006-07, The School of Education also provided support to school-based professionals through its Professional Development Network, the National Board certified teachers' action research project, the Yopp Professional Development Institute for beginning teachers, the Wachovia Leadership Institute for mentors, the Wachovia mentors' network, the Educational Leadership Symposium for principals, 43 travel grants to conferences, district-based graduate cohorts, and professional development that is imbedded in USTEP projects. 2) Healthy and responsible students: The SOE offered the Children's Festival and Health Celebration and the Piedmont Young Writers' Conference. Teaching Fellows participated in both events and volunteered over 2500 hours in area schools. USTEP Collaborative School Improvement projects focused on literacy, English as a Second Language, kindergarten instruction, and the development of a high school Professional Development School. 3) Leadership: The School of Education collaborated with local schools to develop 3 projects focused on professional development and innovative approaches to student achievement: Preparing Outstanding Science Teachers, the UNC System Math Pilot for improvement of mathematics instruction; and an NC QUEST grant to promote inquiry learning in science. The SOE completed an NC QUEST grant focused on the development of math and science-based materials to teach literacy. (For additional details, see section B.) 4) 21st century systems: In preparation for the NCATE/SDPI accreditation review, all licensure programs reviewed their programs, assessment systems and resources. The SOE presented orientations for licensure candidates and cooperating teachers. SOE governance and advisory committees, Professional Development Schools, and USTEP projects were the collaborative efforts of university faculty, school personnel, parents, and community 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 2006-07, UNCG put special emphasis on collaborative efforts to recruit and retain teachers, particularly in high needs areas such as math, science and special education, and to improve B-12 learning. New funding assisted in these foci (see sections C, D and E). The SOE participated in 2 NC QUEST grants, POST (Preparing Outstanding Science Teachers), and the UNC System Math Pilot for the improvement of math and science instruction. The new Yopp Distinguished Professorship and 3 additional positions in mathematics education will provide additional support. Guilford County Schools and the SOE offered 3 middle grades M.Ed. cohorts (math, science and social studies). The SOE received over \$14.3 million in external grants and contracts and \$2 million as part of the UNCG Students First Capital Campaign. The SERVE Center received almost \$40 million from USED to study K-12 interventions over a five year period, \$3 million for research in High School Reform focusing on North Carolina's Early College High School model, and renewal of a 5-year federal contract to operate the National Center for Homeless Education (NCHE). The Teaching Resources Center received a \$100,000 gift for materials. The Wachovia Foundation Teacher Mentoring Network trained 70 mentors from Alamance/ Burlington, Asheboro City, Randolph, and Guilford County school systems to support beginning teachers. Through our partnership with Guilford County Schools, we began planning a high school professional

development school. Partnerships also were expanded with Chatham County, Davidson County, Lexington City, Rockingham County, Surry County, Thomasville City, Winston-Salem/Forsyth County and Yadkin County through student placements, student cohort programs and the Wachovia mentoring network. Relations with school systems, community colleges, and community agencies were strengthened through regular meetings, professional development offerings, and student recruitment fairs and programs (see sections J & K).

## **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 2006-07, the 128 students at UNCG, Rockingham Community College and Guilford Technical Community College used Plato Web Learning Network sites (stations) provided by UNCG for Praxis I preparation. UNCG also made available Praxis I and II study guides. The Center for Educational Studies and Development provided Praxis I workshops for 87 candidates who were applying for admission teacher education programs. Methods faculty incorporated coaching on the test formats in their courses and presented 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. 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; 4 applications were processed for 2006-2007; 2 assistants will graduate in 2007. The Departments of Educational Research and Measurement, Library and Information Studies, and Specialized Education Services 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 met with Teacher Cadets and more than 650 other high school students in Triad regional districts, spoke with freshmen and transfer students interested in teacher education through the Teacher Education Connection, and participated in Undergraduate Admissions fairs and Exploring Teaching as a Profession Learning Community (a program for freshmen and sophomores who are interested in education). She hosted campus events for recruitment of high school students, including Be Inspired: A Teacher's Story, featuring an address by noted educator Dr. Marva Collins; Senior Day attended by 95 high school seniors from the Piedmont and 5 other districts; and Teaching Career Day, at which 80 high students from 6 districts learned about careers in teaching. Seventy-five high school future teachers also volunteered for the Children's Festival and Health Celebration. The SOE's full time undergraduate, alternative licensure and transfer advisors provided information and support for freshman, sophomore, alternative licensure, second-degree and community college

students. Among the SOE's development priorities are undergraduate scholarships and graduate fellowships to make matriculation more accessible for qualified candidates. In addition, professional development workshops were 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 and currently supports 2 IRT scholars. The Departments of Educational Research and Measurement (ERM), Library and Information Studies, and Specialized Education Services (SES) have focused plans to recruit minority students and women through professional organizations, recruitment fairs, contacts at universities and colleges (including Historically Black Universities), and networking. The Department of Curriculum and Instruction began a partnership with the University of Shanghai, which resulted in an exchange of faculty and students from China. ERM and SES have students from 8 countries in Asia, Africa and Europe. Recruitment from diverse groups is a focus of 3 SES grants: Project RESTART, which supports community college students and teaching assistants; the undergraduate Auditory-Oral deaf education program; and the doctoral level Project LEADS. The Director of Recruitment, Retention, and Professional Development met with high school students in Triad regional districts, as well as freshmen and transfer through the Teacher Education Connection, Undergraduate Admissions fairs and Exploring Teaching as a Profession Learning Community (see section J). She also hosted campus events for recruitment of high school students, including an inspiring lecture, Senior Day and Teaching Career Day (see section J). The SOE's 4 full time advisors provided information and support for undergraduate, alternative licensure, second-degree and community college students. Praxis workshops and practice software supported students' meeting eligibility requirements for teacher education (see section I). 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. The SOE provides scholarships and graduate fellowships for qualified candidates whenever possible. In addition, professional development workshops were recruitment and retention opportunities.

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

The SOE is building strong partnerships with school districts in the Piedmont Triad. The UNCG/Wachovia Teacher Mentoring Network, funded by the Wachovia Foundation, completed its first year with 70 mentors from 4 counties. These outstanding teachers participated in two professional development institutes (and will continue their professional development in summer 2007) and worked closely with beginning teachers. Seventy mentors from an additional 6 districts will attend a 2007 Summer Leadership Institute. This project is forming a network of master teacher mentors who work with beginning teachers to ensure their success and foster retention. The SOE is also partnering with the College of Arts and Sciences and area schools to provide professional development opportunities and help retain

teachers, particularly in high needs areas such as science and mathematics. The SOE continued to offer an 18 semester hour sequence of NC TEACH courses designed for lateral entry teachers. It also continued its emphasis on program evaluation. Data from all licensure programs was collected using Dispositions Rubrics, Portfolio Rubrics and the Pre-service Teacher Growth and Assessment Profile to evaluate candidate knowledge and skills, as well as program effectiveness. Presented for NCATE and SDPI accreditation review in fall 2006, the data were shown to guide both student progression in their programs and program improvement.

## 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 | 4          |
|                | Asian/Pacific Islander         | 0          | Asian/Pacific Islander         | 4          |
|                | Black, Not Hispanic Origin     | 7          | Black, Not Hispanic Origin     | 78         |
|                | Hispanic                       | 2          | Hispanic                       | 7          |
|                | White, Not Hispanic Origin     | 119        | White, Not Hispanic Origin     | 534        |
|                | Other                          | 3          | Other                          | 5          |
|                | <b>Total</b>                   | <b>131</b> | <b>Total</b>                   | <b>632</b> |
| Licensure-Only | American Indian/Alaskan Native | 0          | American Indian/Alaskan Native | 1          |
|                | Asian/Pacific Islander         | 0          | Asian/Pacific Islander         | 0          |
|                | Black, Not Hispanic Origin     | 0          | Black, Not Hispanic Origin     | 7          |
|                | Hispanic                       | 0          | Hispanic                       | 0          |
|                | White, Not Hispanic Origin     | 18         | White, Not Hispanic Origin     | 34         |
|                | Other                          | 1          | Other                          | 1          |
|                | <b>Total</b>                   | <b>19</b>  | <b>Total</b>                   | <b>43</b>  |

| <b>Part Time</b> |                                |           |                                |            |
|------------------|--------------------------------|-----------|--------------------------------|------------|
|                  | <b>Male</b>                    |           | <b>Female</b>                  |            |
| Undergraduate    | 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     | 3          |
|                  | Hispanic                       | 1         | Hispanic                       | 0          |
|                  | White, Not Hispanic Origin     | 3         | White, Not Hispanic Origin     | 12         |
|                  | Other                          | 0         | Other                          | 0          |
|                  | <b>Total</b>                   | <b>5</b>  | <b>Total</b>                   | <b>16</b>  |
| Licensure-Only   | American Indian/Alaskan Native | 0         | American Indian/Alaskan Native | 0          |
|                  | Asian/Pacific Islander         | 0         | Asian/Pacific Islander         | 1          |
|                  | Black, Not Hispanic Origin     | 5         | Black, Not Hispanic Origin     | 32         |
|                  | Hispanic                       | 0         | Hispanic                       | 2          |
|                  | White, Not Hispanic Origin     | 35        | White, Not Hispanic Origin     | 90         |
|                  | Other                          | 1         | Other                          | 0          |
|                  | <b>Total</b>                   | <b>41</b> | <b>Total</b>                   | <b>125</b> |

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

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

| <b>Program Area</b>              | <b>Number of Issued Program of Study Leading to Licensure</b> | <b>Number Enrolled in One or More Courses Leading to Licensure</b> |
|----------------------------------|---|--|
| Prekindergarten (B-K)            | 5   | 6  |
| Elementary (K-6)                 |   |  |
| Middle Grades (6-9)              | 7   | 10   |
| Secondary (9-12)                 | 30  | 41   |
| Special Subject Areas (k-12)     | 9   | 14   |
| Exceptional Children (K-12)      | 4   | 20   |
| Vocational Education (7-12)      |   |  |
| Special Service Personnel (K-12) |   |  |
| Other                            |   |  |
| <b>Total</b>                     | <b>55</b>   | <b>91</b>  |
| <b>Comment or Explanation</b>    |   |  |
|                                  |   |  |

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

|  | <b>Baccalaureate</b> |
|--|----------------------|
| MEAN SAT Total   | 1,209                |
| MEAN SAT-Math  | 570                  |
| MEAN SAT-Verbal  | 570                  |
| MEAN ACT Composite   | 26                   |
| MEAN ACT-Math  | 26                   |
| MEAN ACT-English   | *                    |
| MEAN PPST-R  | 180                  |
| MEAN PPST-W  | 177                  |
| MEAN PPST-M  | 180                  |
| MEAN CBT-R   | 331                  |
| MEAN CBT-W   | 324                  |
| MEAN CBT-M   | 326                  |
| MEAN GPA   | 3.27                 |
| Comment or Explanation                                     |                      |
| * Less than five items for calculation. Results not shown. |                      |

**D. Program Completers (reported by IHE).**

| <b>Program Area</b>  | <b>Baccalaureate Degree</b> |            | <b>Undergraduate Licensure Only</b> |           |
|--|-----------------------------|------------|-------------------------------------|-----------|
|  | <b>PC</b>                   | <b>LC</b>  | <b>PC</b>                           | <b>LC</b> |
| <b>PC</b><br>Completed program but has not applied for or is not eligible to apply for a license |                             |            |                                     |           |
| <b>LC</b><br>Completed program and applied for license   |                             |            |                                     |           |
| Prekindergarten (B-K)  | 5                           | 14         |                                     | 6         |
| Elementary (K-6)   | 57                          | 78         |                                     |           |
| Middle Grades (6-9)  | 6                           | 8          |                                     | 2         |
| Secondary (9-12)   | 7                           | 26         | 1                                   | 3         |
| Special Subject Areas (K-12)   | 19                          | 54         |                                     | 2         |
| Exceptional Children (K-12)  | 5                           | 26         |                                     | 10        |
| Vocational Education (7-12)  |                             |            |                                     |           |
| Special Service Personnel  | 6                           |            |                                     |           |
| <b>Total</b>   | <b>105</b>                  | <b>206</b> | <b>1</b>                            | <b>23</b> |
| Comment or Explanation   |                             |            |                                     |           |

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

| <b>2005 - 2006 Student Teacher Licensure Pass Rate</b>   |                           |                        |
|--|---------------------------|------------------------|
| <b>Specialty Area/Professional Knowledge</b>   | <b>Number Taking Test</b> | <b>Percent Passing</b> |
| Elementary Education   | 150                       | 100                    |
| Spec Ed: General Curriculum  | 20                        | 100                    |
| Institution Summary  | 170                       | 100                    |
| * To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed. |                           |                        |

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

| <b>Full Time</b>       |                             |                    |                    |                    |                    |                    |
|------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|                        | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Baccalaureate degree   | 49                          | 182                | 45                 | 13                 | 4                  | 5                  |
| U Licensure Only       | 2                           | 1                  |                    |                    |                    | 3                  |
| <b>Part Time</b>       |                             |                    |                    |                    |                    |                    |
|                        | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Baccalaureate degree   | 9                           | 3                  |                    | 1                  |                    |                    |
| U Licensure Only       | 7                           | 1                  | 4                  | 2                  |                    | 5                  |
| Comment or Explanation |                             |                    |                    |                    |                    |                    |
|                        |                             |                    |                    |                    |                    |                    |

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

| <b>2005-2006</b> |             | <b>Student Teachers</b> | <b>Percent Licensed</b> | <b>Percent Employed</b> |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor         | Institution | 338                     | 92                      | 72                      |
| Bachelor         | State       | 3,909                   | 94                      | 68                      |

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC in  
2006 - 2007**

| <b>LEA</b>                    | <b>Number of Teachers</b> |
|-------------------------------|---------------------------|
| Guilford County Schools       | 1,715                     |
| Forsyth County Schools        | 773                       |
| Randolph County Schools       | 460                       |
| Wake County Schools           | 370                       |
| Rockingham County Schools     | 354                       |
| Charlotte-Mecklenburg Schools | 352                       |
| Alamance-Burlington Schools   | 345                       |
| Davidson County Schools       | 305                       |
| Durham Public Schools         | 140                       |
| Cumberland County 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.**

| <b>Satisfaction with...</b>   | <b>Program<br/>Completers</b> | <b>Employer</b> | <b>Mentor</b> |
|---|-------------------------------|-----------------|---------------|
| quality of teacher education program.   | 3.55                          | 3.57            | 3.61          |
| preparation to effectively manage the classroom.  | 3.34                          | 3.36            | 3.37          |
| preparation to use technology to enhance learning.  | 3.29                          | 3.22            | 3.57          |
| preparation to address the needs of diverse learners.                                       | 3.41                          | 3.29            | 3.45          |
| preparation to deliver curriculum content through a<br>variety of instructional approaches. | 3.63                          | 3.40            | 3.58          |
|   |                               |                 |               |
| Number of Surveys Received  | 116                           | 119             | 148           |
| Number of Surveys Mailed  | 244                           | 244             | 244           |

**Table III. Teacher Education Faculty**

| <b>Appointed full-time in professional education</b> | <b>Appointed part-time in professional education, full-time in institution</b> | <b>Appointed part-time in professional education, not otherwise employed by institution</b> |
|--|--|---|
| 84   | 36   | 108   |