

# IHE Bachelor Performance Report

## Guilford College

2007 - 2008

---

### Overview of the Institution

Guilford College seeks to provide an excellent, transformative, liberal arts education. The institution and its members model values, behaviors, and attitudes that develop critically thinking, social change agency based on the Quaker principles of integrity, peace, equality, and simplicity in a strong, inclusive learning community. Toward that end, the college provides student-centered instruction, the development of global/multicultural perspectives that honor the natural environment, and service-learning opportunities that forge a connection between thought and action for all of its students. There is a special emphasis on “Principled Problem Solving” (PPS) wherein Guilford students are challenged to solve real-world problems through the application of the college’s core values: community, diversity, equality, excellence, integrity, justice and stewardship. Student engagement in PPS contributes to practical, active involvement by developing innovative solutions to existing and emerging problems at the community, state, national and global levels. Guilford’s Quality Enhancement Program (QEP) writing initiative supports PPS goals enhancing students’ ability to employ program-specific writing as a mode of critical inquiry and communication. Guilford also boasts the oldest program in North Carolina catering to non-traditionally aged students.

### Special Characteristics

The Education Studies (ES) Program is an intensively academic and student-centered program in a small liberal arts college. It is enhanced by frequent involvement of students with faculty whose guidance and support is based on a deep understanding and knowledge of each individual student’s strengths and next steps. (ES does not use the language of weaknesses; instead, we apply the more proactive phrase of “next steps”.) Special pedagogical features of the program include one-on-one and videotaped faculty-student tutorials, cross-cultural internships (local and abroad), a mid-point portfolio review which permits students to reflect on their growth as individuals and prospective teachers, a digital portfolio, and a capstone experience challenging students to position themselves as educational leaders and social change agents, locally and globally. In addition to generally requiring a double major in a content area other than education studies, ES uses the college’s core curriculum to support students’ pedagogical content knowledge and assist them in ultimately mastering the State standards. All faculty who teach in the college core are considered vital to the education of Guilford College’s teacher candidates. The primary goal of the teacher education program (TEP) is to develop educators who are grounded in the liberal arts; self-confident, inquisitive, reflective, and thoughtful in their practice; analytical of context; and always begin with each student whom they teach. Continuous

authentic assessment is a key component of knowing and understanding students and their growth; reflective practices facilitate this assessment. As such, candidates are continuously challenged to examine themselves as teacher/learner/leaders (TLL) via self-reflection and analysis. ES is cited by NCATE for exemplary practice in the integration of cultural diversity into its TEP.

### **Program Areas and Levels Offered**

The ES Program offers a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in Elementary Education, Secondary Social Studies, Secondary English. K-12 Languages (Spanish and French) licensure is temporarily dormant. Reauthorization will be applied for soon. Additionally, licensure areas in secondary science and K-12 physical education programs have been approved by the College and temporary authorization proposals will be submitted to the State in fall 2008. A Licensure-Only Program (with the option of obtaining a major) for those who have completed a bachelor's degree is also offered to graduates of any 4-year, accredited college who qualify for admission. Furthermore, Guilford has developed a joint Program for the licensing of Secondary Mathematics Majors with another local college.

# I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

## A. Direct and Ongoing Involvement with/and Service to the 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
<p>Guilford Elementary School Guilford Elementary (preK-5) officially opened in August 2007. Due to the change in grade configuration (combination of preK-3 and 4-5 school) the enrollment increased significantly affording the addition of regular classroom teachers, a second ESOL teacher, and an assistant principal. Guilford Elementary remains a highly impacted school. ES has formal collaborative plans with Guilford Elementary School.</p>	<p>(Adapted from Guilford Elementary School Improvement Plan) 1. Better align state and district academic requirements at each grade level 2. Increase use of graphic organizers, cooperative learning strategies and differentiation of instruction 3. Extend the variety of technology equipment and software used in the classroom 4. Incorporate more inquiry-based science investigation strategies into instruction 5. Develop and implement a school-wide discipline plan focusing on preventive and responsible management strategies (Separate School Initiative) 1. Begin plans to create an outdoor learning center</p>	<p>(Initiatives to address School Improvement Plan goals) 1. a. Interns and student teachers created and taught lessons based on the alignment of state and district objectives. b. GE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure alignment of State and district objectives. c. ES faculty worked with new GE teachers on developing lessons around State and district objectives. 2. a. Interns and student teachers incorporated the use of graphic organizers, cooperative learning strategies, and differentiated learning activities into lessons developed and taught. b. ES faculty worked with new GE teachers on integrating various instructional strategies into daily lessons. 3. Interns and student</p>	<p>(Addressing School Improvement Plan goals) 1. GE teachers noted the success of intern and student teacher lesson development and implementation, assuring alignment of state and district objectives. a. Student teachers and interns used graphic organizers and cooperative learning strategies throughout their instructional program responsibilities. All student teachers were required to incorporate differentiated learning activities in all lessons developed and implemented, including extension and remediation activities. b. All interns and student teachers were required to vary instructional strategies used, except when implementing structured program lessons. 3. New technologies (new computers, interactive televisions, and microphones) have been</p>

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
		<p>teachers utilized a variety of technologies in both planning for and implementing instruction. 4. Student teachers were responsible for incorporating inquiry-based science strategies into science lessons planned and taught. 5. Interns and student teachers will implement strategies developed by Guilford Elementary staff and student teachers will explore the effectiveness of those strategies in the Student Teaching Seminar (Initiatives to address additional school goal) 1. ES and Guilford Science faculty are involved in helping GE write a grant for the development of an outdoor learning center.</p>	<p>incorporated into the curriculum by Guilford Elementary teachers, as well as Guilford College interns. 4. All student teachers developed and implemented inquiry-based science lessons while they were responsible for teaching science in the grade level of their placement. In addition, the student teachers shared their lesson plans with the other teachers on their grade levels. 5. School-wide discipline has been successful with interns and student teachers effectively participating in the implementation. All students in the school say the GE pledge each day and classroom rules and expectations are driven by the school-wide pledge. (Addressing additional school goal) 1. ES faculty have worked as part of the Guilford Elementary Science Committee in developing and writing a grant to create an outdoor learning center. The ES faculty member has solicited input</p>

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
			and help from Guilford science faculty as well as local garden centers and companies to provide support for grant criteria. The grant will be finalized and submitted in fall 2008.
<p>Erwin Montessori Elementary (Public Magnet School) Erwin Montessori is a highly-impacted urban, magnet, Montessori school serving grade preK-5. ES elementary faculty has worked more collaboratively with Erwin to include not only placing interns in the school, but student teachers as well.</p>	<p>Adapted from Erwin’s School Improvement Plan) 1. Sustain Montessori methods and philosophies 2. Mesh Montessori methods with traditional expectations in order to achieve high EOG test scores 3. Integrate Montessori, State and district objectives to develop and implement an effective instructional program</p>	<p>(Initiatives to address School Improvement Plan goals) 1. Interns and student teachers placed at Erwin are provided with material to help promote understanding of Montessori philosophies and practices. 2. The majority of the interns and student teachers were placed in grades 3 through 5 to help lower the student-teacher ratio in order to better prepare Erwin students for successful performance on EOG testing. 3. Interns and student teachers worked with Erwin teachers to integrate Montessori, State, and district objectives</p>	<p>(Addressing School Improvement Plan goals) 1. All interns and student teachers had the opportunity to read about, observe, and experience the implementation of Montessori philosophies and practices. Two of the student teachers were offered open positions for the 2008-2009 school year based on their ability to apply Montessori philosophies and practices. 3. Interns and student teachers worked closely with cooperating teachers in designing activities that were Montessori in nature, but also helped to prepare students for success on EOGs. 3. Interns and student teachers were required to show Montessori, State, and district objectives in all lesson plans.</p>

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Summerfield Elementary School Summerfield is a school of excellence, but has had major concerns about the science curriculum and successful implementation of science fair activities. Collaboration with Summerfield has been in the area of science.</p>	<p>(Specific school initiative) The focus of this collaboration has been to work on developing the science curriculum and increasing participation and satisfaction with the school science fair.</p>	<p>(Initiatives to address school goal) 1. ES Faculty met with Science Fair Coordinator and Leadership Team on multiple occasions to explore ways to increase participation and quality of science fair. 2. ES Faculty met with Science Fair Coordinator throughout the process and helped develop a “Science Fair How To” book for teachers, in addition to establishing deadlines for submission of the science fair projects by students. Additional work centered around the recruitment and training of science fair judges (via a workshop) and an information session held for parents. 3. ES Faculty worked with two teachers to introduce hands-on, inquiry approaches to teaching science on the third and fifth grade levels. These lessons infused State standards and an interdisciplinary approach.</p>	<p>(Addressing the school goal) 1. School reported increased student participation and higher satisfaction rate with “overall quality” of the Science Fair, as based on teacher and parental feedback. 2. Development of Science Fair “How To” book. 3. ES Faculty presented or co-taught multiple lessons in the classroom. These lessons acted as models for the teachers to use for future classes. Each lesson used the NCSCOS as a starting point and was crafted to infuse inquiry into the teaching of these objectives.</p>
<p>Ben L. Smith High School Smith High School is a low performing highly-</p>	<p>(Specific Initiatives) 1. At the request of the school, placement of student interns for lowering</p>	<p>(Initiatives to address school goals) 1. Guilford interns have been placed in classrooms with</p>	<p>(Addressing the school goals) 1. At Smith High School, teachers reported great satisfaction with the</p>

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>impacted school that has been designated as a priority school since less than 60% of the students score at or above Achievement Level III. It did not make average yearly progress in 2003-2004, 2004-2005, 2005-2006, or 2006-2007. ES collaboration with Smith High School has included placing undergraduate student interns with Smith English and Social Studies teachers and participating Smith's SACS review.</p>	<p>teacher-student ratio in classrooms and for mentoring of future English and Social Studies teachers. 2. Collaboration to expand conversation focusing on Smith's future plans for a Teacher Academy.</p>	<p>the assistance of Smith administration and the curriculum coordinator. 2. ES faculty has been in ongoing meetings and conversations related to the Teacher Academy.</p>	<p>quality of Guilford student interns as well as the supervision they received from campus-based faculty.</p>
<p>Grimsley High School Grimsley High School is a school of progress with high growth, but one of changing diversity and increased problems with discipline issues. Disaggregated data indicates an increase in low performance among certain groups of students.</p>	<p>(Specific Initiatives) 1. Placement of student teachers for lowering teacher-student ratio in classrooms and for mentoring of future English and Social Studies teachers. 2. Expansion of conversation related to support for at-risk 9th and 10th grade students with tutoring and initiating family contacts. 3. Provision of support</p>	<p>(Initiatives to address school goal) 1. Student teachers were placed in both English and Social Studies classrooms during the fall 2007 semester. 2. &amp; 3. A Guilford College Center for Principled Problem-Solving Grant was obtained and supports the tutoring sessions for 9th and 10th grade at-risk Grimsley students. An ES Faculty member administers the</p>	<p>(Addressing the school goals) 1. At Grimsley High School, teachers reported great satisfaction with the quality of Guilford student teachers as well as the supervision they received from campus-based faculty. 2. &amp; 3. Hard data to demonstrate the mid-point success of the grant supported tutoring and other activities is now being gathered</p>

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Collaboration with Grimsley High School is focused in the English and Social Studies departments around work with student teachers and tutoring assistance.</p>	<p>for teachers through professional development, primarily in the teaching of writing</p>	<p>grant and Guilford College students participate in the tutoring. The same grant will support the expansion of the tutoring program, additional plans for promoting parental support, and teacher professional development for the 2008-2009 school year.</p>	<p>through surveys and interviews. The program director will continue to gather data for the 2008-2009 school year. Early anecdotal data indicates that Grimsley teachers were happy to have tutors, the tutors worked well with the students, and the tutoring program will be revised for even more effectiveness in the fall of 2008.</p>
<p>Guilford County Newcomers School Newcomers School is a magnet school designed for students in grades five through 12 who have recently arrived in the U.S. and are considered novices on the North Carolina language test. This school opened in the fall of 2007. ES along with other departments at Guilford College have developed a formal collaboration with the Newcomers School.</p>	<p>(Overriding Goal of the School) To accelerate literacy skills and prepare English language learners to bridge the gap between a newcomer setting and the assigned school. (Specific school initiatives) 1. To provide extra hands in classrooms to assist with language instruction (rather than utilizing a pull-out tutoring program) 2. For Guilford College faculty to assist with the Newcomers School's fall theatre production 3. The principal of Newcomers School has requested GC faculty to provide inservice training for</p>	<p>(Initiatives to address school goals) 1. a. Students from the ES junior-level cross-cultural course work to assist Newcomers School teachers in language instruction while completing a 72-hour internship. b. A Guilford College Americorps representative established the "student to student" tutoring program at the Newcomers School. c. GC psychology faculty and students participated in lunch sessions with the students and are working to partner with students from the school. 2. Two GC faculty members have been contacted and</p>	<p>(Addressing the school goals) 1. a. ES faculty worked directly with the school principal in designing the internship program in order to best meet the needs of the school. The principal reports GC students to be helpful in supporting his faculty and has agreed to continue the partnership with five ES students per semester being placed at the school. b. &amp; c. Other programs are being redesigned to best meet the needs of the school. 2. Faculty are working with Newcomers' staff to develop the program. 3. Faculty are developing workshop content and</p>

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
	Newcomers School teachers during the 2008-2009 school year.	are planning for involvement in this activity. 3. Two inservice programs are currently being developed, one focusing on diversity and the other on differentiating instruction in the upper grades.	working with administration on dates and expectations for presentation.

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

As previous descriptions have demonstrated, ES faculty is involved in numerous activities within public schools. All full-time and some part-time program faculty routinely provide professional development presentations and workshops, model lessons, tutor, and work with beginning and career teachers in various capacities. In addition, faculty members from other departments at Guilford College are involved with public schools. The science faculty supported public education with such contributions as: supervision of college students who volunteer in public school; continued work with The Science Olympiad; providing assistance to teachers with science experiments; attendance at career days; providing information resources for science teachers; lending science equipment; judging science fairs for local schools, and giving lectures on discipline-specific topics, e.g. principles of forensic biology. Faculty members from several departments at Guilford continued to tutor and read stories in local elementary schools. An English faculty member taught at the NC Governor's School in summer 2007. A Political Science faculty member organized and hosted the Mock United Nations Project for local schools (75 students from Greensboro Day, Jamestown Middle, Kernodle Middle, and Canterbury Middle) on Guilford's campus. History professors presented workshops in Guilford County Schools in conjunction with a Teaching American History Grant preparing the Northwest "We the People" team for competition. Five Justice and Policy Study professors and four students presented a half-day workshop to Winston-Salem Forsyth County School administrators on conflict management and violence de-escalation. Language faculty have arranged for high school students to come to campus for conversational exchange dinners with college students. A mathematics faculty member offers a course for high school students in SAT preparation. A psychology professor works one day a week at Lindley Elementary on curriculum projects in collaboration with fifth grade teachers. Another psychology professor and her students were engaged in on-going lunchtime dialogue with teens at Guilford County Schools Newcomer's school. A music professor performed a piano concert for Lincoln Academy Middle School. One business faculty taught Math Superstars weekly at Lincoln Academy and another conducted computer sessions at Jesse Wharton Elementary and Archdale Trinity Middle School. An English professor and staff member from the Learning Center tutored ninth and tenth grade students as part of a grant-supported Grimsley High School tutoring project. Finally, many faculty members are involved in the traditional activities as volunteers and parents: serving on PTAs, School Boards, and School Improvement Committees.

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

Each year, ES faculty encourages graduates to return for conversation about their experiences as public school teachers. These meetings provide graduates an opportunity to network with each other, sharing knowledge and ideas about how to adjust to their new roles as professional educators. These reunions include Graduates are invited during their first three years of teaching. We provide on-going dialogue via e-mail with novice teachers who can not attend. Furthermore, recent graduates often serve as guest lecturers in ES advanced curriculum and address candidates' relevant concerns. The ES Department convened its annual gathering of all ES/TEP alumni on Homecoming weekend at the college. This annual gathering provides opportunities to

share and reflect upon experiences and topics of current interest. Alumni open the gathering for discussions with current students and ES faculty facilitate. Emphasis is placed on commitment to support teachers as they assume leadership roles in their schools and communities. The first elementary meeting was held at a local restaurant in April 2008. ES faculty continues to visit and team teach with graduates in their first classrooms, maintain contact via phone and email, and provide informal support and professional contact via periodic face-to-face conversations. Survey data from alumni that highlights the relevancy and impact of the ES/TEP program on their current teaching, is collected and analyzed to provide input for program revision. ES faculty arranges a Project Wild Workshop for all area teachers in Guilford and surrounding counties each semester. These workshops permit inservice teachers to obtain CEU's for participation. Finally, the College is continually updating an ES student directory, a resource that helps students with job placement and the ES department in keeping contact with alumni. In 2007-2008, ES faculty worked with 20 alumni Level 1 teachers providing help with lesson plan development, content knowledge and pedagogy, class projects, and discipline strategies. The ES Department Chair is a founding member and active participant of the Guilford County Teacher Education Alliance, an organization which strives to provide new (and all) teachers with avenues for support and professional development. Finally, one faculty member is part of a County-Wide initiative (facilitated by a Grant) to collaboratively work with local universities, colleges, and the public school system in examining, improving, and supporting the teaching of math and science to public school students on the K-12 levels.

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

Guilford College's ES Program has historically served traditional, college-aged students. However, the increased need for highly qualified teachers in public schools promotes ES Program's continual adaptation in order to serve more adults and non-traditional students, particularly licensure only candidates. In fact, this need has been the preeminent reason that ES enrollment has gone from approximately 50 majors to over 250 in seven years. Previously, this evening licensure only option was offered for only Elementary K-6 candidates, but now it is also offered as a night major in secondary social studies. Multiple sections of selected night courses are scheduled to meet the non-traditional students' demand. There is a continued impetus to aggressively market this "licensure only" program, with three community-wide information sessions each semester and summer. "Licensure only" is designed for individuals with bachelor's degrees, who wish to complete teacher licensure requirements. As an incentive the College offers tuition discounts for this group of students. Similarly, students, seeking a licensure-only program are provided with an option to obtain an additional bachelor degree as they are completing the license requirements. In addition, the ES Program has established a formal connection with the Piedmont Alternative Licensure (PAL) Program created by the collaboration of Bennett College and Greensboro College. (This is evident in the development of a math licensure program—and initial collaborative conversation about a music co-licensure program to meet the needs of the local community and our students.) Efforts with program revision and extension promote a continual increase in enrollment of non-traditional students. There is ongoing examination with the administration of the College about the development of a lateral entry program. ES faculty continues to provide advice and support to interested lateral entry students and provide enrollment in courses when feasible.

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

In addition to providing mentoring, field placements, career teachers assist us in the placement of undergraduates for clinical assignments early in the program. The ES Department's support of career teachers provides a means of "giving back" to individuals and groups who assist in providing current students with opportunities to experience and analyze the relationship between theory and practice. In fortifying relationships with partner schools, activities to help meet the needs of career teachers. In listening to career teachers ES faculty develop programs to assist with their expressed needs. For example, Guilford College partners with Grimsley High School in a small grant to develop the school-college partnership, which at present includes a tutoring program in English and in the future will expand into parent support and teacher professional development assistance. ES Faculty worked with teachers at Summerfield Elementary to introduce hands-on, inquiry approaches to teaching science on the third and fifth grade levels developing lessons that infuse State standards with an interdisciplinary approach. Furthermore, ES faculty continue to work closely with Early College Public School faculty and administration (a public school for precocious youth located at the college) in curriculum development, examination of pedagogical content knowledge, and supervision of ES students in the Early College classrooms via internships. One faculty member is serving as an Ad-Hoc dissertation advisor for the Early College's principal. An ES faculty member also worked closely with three teachers to improve science instruction and embed the NCSCOS into their science curriculum. Public school teachers and principals participate in the ES Committee to provide input regarding public school needs and collaborate with ES in planning and developing programs that are relevant to the public school classroom.

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

The policy of the ES Program is to place interns and student teachers in schools where they will gain experience and skills in racially, economically and culturally diverse settings. As a result, ES candidates have numerous opportunities to assist children and teachers in highly impacted schools. This preparation prepares and motivates ES candidates to seek employment in low-performing, highly impacted schools. In 2007-2008, five ES graduates were hired to work in highly impacted schools. Candidates are encouraged to assist in after-school tutoring and summer school programs. For example, three recent graduates worked as after-school tutors at a Title I school throughout their student teaching semester. ES faculty and students continue to work collaboratively with highly impacted secondary schools, especially Smith Senior High School. ES candidates are encouraged to take on leadership roles organizing programs and projects to assist children who are at-risk of failing end-of-grade and end-of-course tests. As such, Guilford's Internship and Service learning center supervises the student-run "Project Community". The Project organizes students to tutor public school students at several community sites. Students continue to provide tutoring at the Montagnard Dega Association and Lutheran Family Services. ES students are once again in charge of coordinating other student tutors five nights a week at the Pathways Program for homeless families. This tradition is due to diligence and passion of ES majors. ES students continue to conduct an ESOL adult and family tutorial program in conjunction with the Glenwood Library. Critical to the ES Program and as

preparation for teaching in diverse schools is a residential cross-cultural field study (abroad and here in the States). Candidates worked with some of most underserved citizens in such sites as Guadalajara, London, Cape Coast (Ghana), Brunennberg (Italy), Beijing, inner city youth in New York, and a Crowe Reservation in Montana. Guilford students are urged to develop awareness of educational and cultural bias and the need for competency in serving the needs of all learners. ES graduates consistently comment on how important these experiences were in learning how to be responsive to their students when they return to NC to teach. Currently, opportunities to study and serve in Aquadilla, Puerto Rico are being developed. ES faculty has developed an internship program with the Newcomers School, a Guilford County magnet school designed for students in grades five through 12 who have recently arrived in the U.S. and are considered novices on the North Carolina language test. ES junior level students are able to work closely with students in the classrooms with language instruction.

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

One faculty is a member of the SBE's ad hoc committee for 21st Century Teacher Education standards. She has served on the committee for two years. In that capacity she also serves as liaison between the SBE and ES to help insure that ES is continually reviewing its programs to meet SBE priorities for leadership, cultural competency, content mastery, reflective practice, and the facilitation of learning for all students. ES faculty met with the coordinator of Latino Community Programs to create better program and college support for bilingual/bicultural pre-service teachers. We plan to work with high school counselors and community agencies to promote teacher education to Latino students. Several internships in classes throughout the college worked with ESOL teachers in local public schools.

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

Successful reaccreditation by both NCDPI and NCATE during our recent focused-visit, Spring 2006, has provided impetus for continued program evaluation and revision to improve and align ES objectives and practices with State and NCATE standards. In addition, ES faculty worked to strengthen relationships with existing partnership schools (grants at Guilford Elementary and Grimsley High School) and develop new partnerships (Newcomers School).

### **Supplemental Information (Optional)**

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

ES Program faculty continues to carefully advise students on the required test-taking procedures and overall scheduling process for the PRAXIS. Guilford students have consistently done well on the state required Praxis tests. In two courses time is provided for Praxis preparation and a copy of preparation materials is on reserve in the Guilford College library and in faculty offices. These materials are based on questions from past Praxis tests obtained from Educational Testing Service. Students who have learning differences or need assistance with specific skills such as grammar, spelling, or math are given support by The Learning Center (TLC) on campus. The

Department also has, on reserve, PRAXIS study guides for students. PRAXIS help sessions are provided for students to answer any general questions and to help students sign up for the exam. One faculty member has recently been appointed to be the “PRAXIS Point Person” for student inquiries and has also identified and assisted students in enrolling in PRAXIS workshops offered at local Colleges and Universities. That same faculty member has provided mini-Praxis II reviews at the end of each student teacher seminar session, distributed study materials to student teachers, and conducted half-day study sessions on Saturdays and Sundays during the fall 2007 and spring 2008 semesters. As part of the weekend sessions, recent graduates, who had successfully completed Praxis II, offered tips to the student teachers on studying and test taking strategies.

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

The ES faculty expends considerable effort to ensure that faculty advisors throughout the college have sound knowledge of the ES Program and are able to answer students’ questions. To help facilitate this, ES faculty have been conducting intensive meetings (specifically history, psychology, and English) with other departmental faculty who teach in the general curriculum and greatly contribute to our licensure areas through our ES Committee. A First Year Experience (FYE) course serving all first-year students is offered to provide new students with opportunities to consider teaching as a career. The ES regularly meets with Admissions, Financial Aid, and Continuing Education staff to discuss recruitment—this is especially true in working with our non-traditional students, who make up the majority of our population. The continued development of ES descriptive literature also served to intensify recruitment efforts. Finally, ES faculty holds multiple information sessions regarding our Program and its requirements. These information sessions occur at the beginning of each semester and provide prospective candidates an opportunity to ask questions and learn about teacher licensure at Guilford College. At the request of the College’s Admission’s Department, ES faculty continues to present classes at “Preview Days” and during “Spring into Guilford” activities for prospective students. ES faculty also interview honors students who express interest in education and respond to myriad phone calls and emails from prospective parents and candidates about the Program. Arrangements are made for applicants interested in education to visit ES classes and spend time with present students. ES faculty attended in traditional information sessions organized by the Center for Continuing Education (CCE) to recruit students into our newly re-designed degree and “licensure-only” programs (a minimum of six times per academic year); participated in a special CCE “boutique” session (which ES faculty helped plan and prepare) to present ES program options, held Departmental Open Houses for prospective students; attended college-wide admissions open houses; provided lunch discussions with prospective students; and have continued to rework the night schedule to better meet the needs of non-traditional students. Faculty has continued to attend and provide Program information at information sessions provided by local community colleges for transfer of community college students majoring in education to local 4-year institutions. Finally, Guilford is a founding member of and actively participates in the Guilford Teacher Education Alliance, an organization whereby schools of higher education work collaboratively examining issues such as how to improve teacher recruitment and retention.

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

The creation of the ES night program has made it possible for many more adult students to participate. Among the adult population who now attend Guilford College are an increasing number of African American, Latino/Hispanic, recent immigrant and first generation college students, many of whom currently work as teaching assistants in local schools. Most of these individuals are currently completing general education courses as they initiate the process of applying for formal admittance to our teacher licensure programs. ES faculty have designed a special support program, in conjunction with the college's Academic Skills Center (ASC), to assist students to adjust to the rigors of the college's writing-intensive curriculum and to the academic culture. This model helps ensure students who have writing issues get immediate and adequate support. ES faculty continues to work with diverse teacher candidates by evaluating specific needs and devising ways to address them. There is an effort to work closely with all students by providing meaningful orientation sessions with detailed handouts that clearly outline ES and licensure protocols, expectations and deadlines for being an ES major. These sessions and materials are an integral part of the first level curriculum. In these ways, more support is provided in the recruitment of minority (and all) students into the ES Program. The Cultural Pluralism Committee at Guilford College coordinates support for students of color and monitors College policy with reference to underrepresented groups. The link with this committee of the College has expanded the ES Department's ability to network with various resource groups on campus to recruit students of color into teaching. An ongoing relationship with the Admissions office has also increased the ES Department's ability to work on outreach to underrepresented students in teacher education. One area of focus has been with reference to recruiting athletes of color as the ES Department works with faculty in Sports Studies in the development of the new P.E. Licensure program. Another area of importance has been with the recruitment of Latino/Hispanic students with discussions starting this spring with the Guilford Latino Community Program Coordinator and International Student Advisor about a special program that would prepare teachers to better meet public school needs relating to the increase of non-English speaking Latino/Hispanic students.

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

ES tenure-track faculty welcomed and supported a visiting professor for the 2007-2008 academic year with this position continuing for 2008-2009. At the same time, ES faculty applied for and will submit additional supporting data to secure a search for one tenure-track hire, to replace the visiting position. There has been continued support and development of collaborative relationships with Guilford Elementary, Erwin Montessori, Laughlin Primary School, Summerfield Elementary School, Grimsley Senior High School, and Smith Senior High School. Along with UNC-Greensboro, collaborative efforts have been initiated in writing for publication in practitioner - and research-based journals. Finally, initiatives of the Guilford Teacher Education Alliance, has positioned Guilford College to more readily advocate for its candidates and students in the public schools.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	24
	Other	0	Other	1
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>28</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	8
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>11</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1218
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.28
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	1	16	0	5
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	3	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>1</b>	<b>19</b>	<b>0</b>	<b>5</b>
Comment or Explanation				
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	16	100
Institution Summary	16	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	10	9	1	0	0	0
U Licensure Only	1	4	0	0	0	0
<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	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

<b>2006-2007</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	18	94	61
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC in  
2007 - 2008**

LEA	Number of Teachers
Guilford County Schools	126
Forsyth County Schools	40
Rockingham County Schools	33
Randolph County Schools	21
Alamance-Burlington Schools	14
Davidson County Schools	14
Durham Public Schools	13
Wake County Schools	13
Charlotte-Mecklenburg Schools	10
Buncombe County Schools	5
Chatham County Schools	5
Lee County Schools	5
Rowan-Salisbury Schools	5
Surry County Schools	5

**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.	3.44	*	*
preparation to effectively manage the classroom.	3.00	*	*
preparation to use technology to enhance learning.	3.33	*	*
preparation to address the needs of diverse learners.	3.22	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	3.33	*	*
Number of Surveys Received	~9	*	*
Number of Surveys Mailed	27	27	27

\* Less than five survey responses received. They will be combined with next year's responses.

~ Less than five survey responses received last year. They were combined with current year responses.

### 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>
5	1	0