

IHE Bachelor Performance Report

UNC-Greensboro

2007 - 2008

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 117 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 17,157 students in 2007-08, 78% were undergraduates and 22% 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 28%, including 21% African American undergraduate students and 14% African American graduate students. Approximately 63% of degree-seeking undergraduate students received financial aid. The UNCG faculty is committed to excellence in teaching, research, and public service; 78.3% of the 839 full-time faculty hold terminal degrees. The ratio of students to faculty is 16 to 1. UNCG is organized into a College of Arts and Sciences and six professional schools: the Bryan School of Business and Economics, Education, Health and Human Performance, Human Environmental Sciences, Music, and Nursing. Five of the seven academic units offer programs leading to teacher, administrator and other school personnel licensure.

Special Characteristics

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG enrolls about 4000 new undergraduate and graduate students and 1500 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). It ranked 73th on the U.S. News and World Report of the top 100 schools of education, and the counselor education program was ranked 4th in the nation. The Department of Educational Research and Measurement is a member 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, 1 of only 10 in the nation, and an Auditory/Oral Birth-Kindergarten undergraduate program, 1 of 4 in the nation. The SOE supports one of the largest Teaching Fellows programs in the state with 198 students. The SOE hosts several affiliated programs including the Piedmont Triad Education Consortium; the Center for Educational Studies and Development; The College Foundation of North Carolina; 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; and theatre arts. 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, school counseling, and educational leadership. 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 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 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. Completed first year of the NC QUEST grant, Teachers Teaching Teachers, to develop learning communities, provide professional development in the content area for high school science teachers, and ultimately, improve 9-12 science learning. 4. Completed the second year of the 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. 5. Collaborative planning of and participation in of a</p>	<p>1. At monthly meetings, the Dean and Associate Dean of the School of Education, 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. The members of the</p>

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		secondary PDS (Northern Guilford High School)	cohort will graduate in spring or summer 2008. They report, on final reflections, that the program has helped them grow professionally, with the end result that student achievement will be improved. 3. Teachers participated in professional development opportunities designed for Teachers Teaching Teachers. 4. Through participation in POST, science teachers will improve their content knowledge and instructional practice. Teachers continued to take courses designed for this program. 5. Approximately 30 Northern Guilford High School teachers and administrators, as well as 15 UNCG faculty members from the Departments of Curriculum and Instruction, Educational Leadership and Cultural Foundations, Physical Education, and School Social Work, participated in professional development

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			sessions, developed mission and belief statements, and program plans; and held meetings with community leaders and parents. School and university faculty continued to collaborate about professional development and candidate placements after the school opened in January 2008.
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 County Schools, Yadkin County Schools, Surry County Schools, Davidson County Schools, Lexington City Schools and Elkin City 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 the project is to form and support a network of master teacher mentors who work with beginning teachers to ensure their success and foster retention.	The Wachovia Network offered leadership and mentor training for 146 outstanding mentors from 11 school districts at summer and winter institutes. About half of the mentors, who began their affiliation in 2006, participated in advanced mentor training. A second cohort of 70 mentors joined the network and attended leadership training in Summer 2007. All of the mentors worked closely with beginning teachers, including teachers with lateral entry licenses. University faculty and school district personnel met regularly to collaboratively identify induction programs, mentoring structures and training	The Wachovia Teacher Mentoring Network is comprised of 146 outstanding mentors. Each participating district served on a regional advisory board for the mutual benefit of the university and the schools. In addition, school and university personnel planned induction programs that were appropriate to meet the needs of individual districts. Partnering districts report that the program enhances their support of beginning teachers and that they are enthusiastic about the opportunity to work closely with the university. On surveys evaluating their training

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		tailored to the needs of individual school districts. They also attended the annual meeting of the New Teacher Center.	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 with Guilford County Schools and Alamance/Burlington School System and the SOE Department of Library and Information Studies with Charlotte/Mecklenburg Schools	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, 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.	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.
Professional Development for Teachers: The School of Education, the SOE Office of Retention, Recruitment and Professional Development and	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. Forty-two (42) faculty members volunteered for the Professional Development Network. Facilitated by the Director of Recruitment, Retention and Professional Development, the faculty deliver workshops that are in alignment with school districts' needs. The	Programs were developed collaboratively by UNCG faculty and public school teachers and administrators, and were responsive to public school needs. They were evaluated positively by participants in terms of learning and

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Triad Regional School Districts	development activities is to improve teacher and administrators' knowledge, skills and leadership, and, ultimately, improve B-12 achievement.	Office of Recruitment, Retention and Professional Development also offered workshops that were open to teachers from all Triad regional districts. They included Beyond the Walls: National Board Renewal and Action Research; No Money Left Behind: Grant Opportunities for K-12 Educators; the Educational Leadership Symposium: Leadership 2007 for School Administrators; Launching the TI-Nspire: A 3-Day Hands-on Institute for Mathematics Instructors; and the 2008 School of Education Summer Symposium for Future Ready Schools 2. Many other departments and licensure programs, including Art, Birth-Kindergarten, Chemistry, Counseling and Educational Development, Dance, Curriculum & Instruction, Music, Social Work, Specialized Education Services, and the Teaching Resources Center provided presentations and workshops for teachers.	accessibility.

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Professional Development Schools for Teacher Preparation: The School of Education and Chatham County Schools, Guilford County 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, professional development activities and school-based research, in collaboration with UNCG faculty. Please see the “Guilford County Partnership,” above, for information about Northern High School, a new secondary professional development school.	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.
TESOL for All: The School of Education, Chatham County Schools and Asheboro City Schools	SBE goals: • NC public schools will be led by 21st century professionals TESOL for all provides professional development for teachers, with the ultimate goal of meeting the needs of English Language Learners.	The School of Education received a \$228,000 five-year award to prepare in-service teachers to collaborate with ESL teachers and better serve the needs of English Language Learner (ELL) population. As part of the grant, SOE faculty will provide professional development to	In 2007-08, the SOE provided eight professional development sessions to 28 university faculty members and 45 hours of professional development to 26 in-service teachers from eight schools in Chatham County.

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		university faculty members, adjunct and clinical faculty, doctoral students and in-service teachers who work with elementary preservice teachers.	
Cumulative Effect Grant: The School of Education Department of Curriculum & Instruction and Guilford County Schools (Title I Schools)	SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools The Cumulative Effect grant works to improve content knowledge and pedagogical strategies for high school mathematics teachers.	Three math professors and three math educators will conduct a two-week workshop, followed by year-long bimonthly sessions to help integrate technology and apply ideas learned in the workshop.	The project has not had sufficient time to produce outcome data.
Partnership for Improved Literacy: The School of Education Department of Specialized Education Services and Guilford County Schools	SBE goals: • NC public schools will produce globally competitive students. The partnerships goals to improve students' literacy skills.	The department and Guilford County Schools completed a project to improve literacy instruction and literacy skills in GCS high school. The project was funded by a University/School Teacher Education grant	Members of the team designed, implemented and evaluated a high school multi-tiered reading, "accelerated" reading program with the goal of closing the achievement gap for students with disabilities and other students who struggle with reading. While not all students were successful with the science course in which the reading program was imbedded, student engagement in the coursework

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			and their attitudes towards science improved. Both students and teachers reported that they found the program valuable and would like to have it continued and replicated in other courses.
Partnership for Students with Hearing Impairments: The School of Education Department of Specialized Education Services and Davidson County Schools, Durham City Schools, Guilford County Schools, Randolph County 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 • NC public schools will produce globally competitive students. The goal of the partnership is to collaboratively assess and improve teacher preparation and student performance.	The kindergarten through 12th grade Hearing Impaired and Auditory/Oral-Birth through Kindergarten programs have established formal partnerships with teachers of deaf and hard of hearing students at 13 schools in five counties. A Partners' Advisory Committee meets on a yearly basis during which time partners are apprised of curriculum and program changes, changes in the Department of Public Instruction teacher licensure regulations, and program updates regarding funding and faculty research. At each meeting, partners engage in a focus group conversation to offer their perspectives concerning needed revisions in coursework and field experiences.	The kindergarten through 12th grade Hearing Impaired and Auditory/Oral-Birth through Kindergarten programs developed curriculum revision documents which will be voted on by three committees within the UNCG curriculum process. It is anticipated that these revisions will be in place for the fall 2008 semester.

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Partnership for Inclusive Practice: The School of Education Department of Specialized Education Services and Charlotte-Mecklenburg 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. • NC public school students will be healthy and responsible. The partnerships goals are to implement or increase inclusive services for students with disabilities.	The Department of Specialized Education Services facilitated implementation of inclusive models for all preschool and kindergarten students in Charlotte-Mecklenburg schools	The partnership has resulted in increased inclusive services for students with disabilities.
Partnership for Support of At-Risk Students: Department of Social Work and 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 • NC public schools will produce globally competitive students. • NC public school students will be healthy and responsible. The partnerships goals are to implement or increase inclusive services for students with disabilities.	The Department of Specialized Education Services facilitated implementation of inclusive models for all preschool and kindergarten students in Charlotte-Mecklenburg schools	The partnership has resulted in increased inclusive services for students with disabilities.
Partnership for Support of At-Risk	SBE goals: • NC public schools will be led by 21st century	This is an ongoing collaborative research and training project that	Ongoing collection of data has resulted in the publication of an

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Students: Department of Social Work and Winston Salem/Forsyth County Schools	professionals • NC public school students will be healthy and responsible. The goal of the partnership is to establish effective group support for at-risk students and to evaluate the impact of the program.	focuses on group work with at-risk students.	article in the Journal of Social Work with Groups in spring 2008. The findings are informative in terms of the use of focus groups with students.
Art for Newcomers: Department of Art Education and Guilford County Schools (Newcomers School)	SBE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools The partnership emphasized an integrated approach to art education, with an emphasis on meeting the needs of English language learners.	The Art Education Program interns worked with Guilford County to provide art experiences for new immigrants and refugees. The program provided English language learners the opportunity to learn about art in collaborative, interactive settings. Globally oriented, each project was related to the various cultures represented in the classroom. Students had the opportunity to learn about art, while teacher candidates improved their teaching and leadership skills.	Students worked with their peers to create quality artwork at the same time that candidates developed their teaching and leadership skills.
Training of School Social Workers, Guidance Counselors and Nurses: Department of Social Work and	SBE goals: • NC public schools will be led by 21st century professionals • NC public school students will be healthy and responsible. The goal of the project was to increase the skills	The project included short term training of school social workers, guidance counselors, and nurses focused on setting up, planning, and facilitation of short term school-based student groups for	Evaluation results indicated that the content of the presentation received a mean rating of 5.0 on the 5 point scale, the effectiveness of the presentation received a 4.9 on a 5 point scale,

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Alamance/Burlington School District	of school-based personnel for serving the physical and emotional needs of students.	counseling and health interventions.	and 98% of participants reported they could easily use the material in their work.
School-based Interventions for Latina/o Middle School Students: Department of Counseling and Educational Development and Yadkinville County Schools (Yadkinville Elementary School)	SBE goals: • NC public school students will be healthy and responsible. The project examines the impact of school-based interventions on the health needs of Latina/o middle grade students.	This NIH-funded initiative is a partnership between the Department of Counseling and Educational Development and Yadkinville Elementary School to determine if school-based school counseling interventions and school nurse interventions can help decrease health disparities in Latina/o middle school students. In addition, the study seeks to establish a relationship between health disparities and academic disparities in Latina/o participants. Finally, the study was designed as a feasibility study so that future collaborations with this school and school district will be initiated if the study proves successful.	The project was schedule for February 15, 2008 through June 1, 2008. No data is available presently.

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

Both the School of Education and individual departments provided services to Triad Regional public schools. For example, the School of Education offered Educational Leadership Symposium 2007 for 65 Triad Regional administrators, and Empathy as Pedagogical Praxis: The Narratives of Desegregation Pioneers, co-sponsored by Grimsley High School. The Department of Counseling and Educational Development offered a workshop for teachers on diversity and mental health; implemented an NIH-funded program to decrease health disparities among rural Latina/o adolescents in a local school district; and provided interpreters and mental health services for an elementary school that serves recent immigrant students and their families. The Department of Specialized Education Services delivered workshops on Positive Behavior Supports in three regional school districts and districts outside of North Carolina, served on the state-wide Positive Behavior Supports Leadership Committee, facilitated implementation of inclusive models for all preschool and kindergarten students in Charlotte-Mecklenburg schools, served as a project consultant for the Multi-Tier Reading Project in Clayton County, GA, and led focus groups on special education services for English Language Learners in two school districts. Physical Education continued its 13-year value-imbedded sport programs, Project Effort, for students at a high school and a Title I elementary school. Faculty judged science fairs, music competitions and a local Battle of the Books Competition. Dance education candidates participated in a mentoring project that helped UNCG candidates learn about diverse learners and high school students learn about critical thinking in college level work. The Department of Music Education Collaborative string program presented 28 choral workshops for teachers and students. The director of the Teaching Resources Center presented grant-writing workshops for Triad Regional K-12 teachers and DPI-sponsored workshops and served on the Guilford County Schools Best Books Committee. A faculty member in the Department of Curriculum and Instruction presented the workshop, Who Are You in This Thing Called Diversity: Teaching in Low-Performing Schools. Elementary, mathematics and reading education faculty offered more than 30 workshops for teachers. The Center for Educational Studies and Development planned the Children's Festival and Health Celebration, attended by approximately 4000 children and families, and the Piedmont Young Writers' Conference for 682 third through eighth graders from 8 school districts. Teaching Fellows volunteered for both projects as well as the Glenwood tutoring program, Mary's House (a nonprofit rehabilitation program for mothers), and World Relief. The Piedmont Triad Education Consortium, housed at UNCG, presented workshops on literacy, math, and science instruction, differentiated instruction and mentoring to approximately 23,000 teachers and other school personnel in 15 school districts. The Director of the Collegium for the Advancement of Schools, Schooling & Education entered into 20 partnerships with educational institutions and non-profit agencies with the goal of development of current and future educators and presented at 40 professional meetings in North Carolina and 6 other states.

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

Created in the spring of 2006 through a 3-year award from the Wachovia Corporation, the Teacher Mentoring Network was established to recruit, prepare and support a network from the 16 school districts in the Piedmont Triad region. The mentors would, in turn, provide quality professional development for other mentor teachers, increase teacher retention for both novice

teachers and mentor teachers, and increase student achievement in the classrooms of novice teachers. To these ends, the Wachovia mentors and district leaders have been involved in mentoring of beginning teachers and the development of district-specific induction programs. Currently, 146 mentors from 11 districts (Alamance-Burlington, Asheboro, Chatham, Davidson, Guilford, Lexington, Randolph, Rockingham, Surry, Winston-Salem/Forsyth and Yadkin) are involved in the project. In 2007-08, the project offered summer and winter institutes focused on teacher leadership and coaching skills, and provided travel grants for faculty and public school teachers and administrators to attend the annual conferences of the Holmes Partnership and the New Teachers Center to learn more about induction and mentoring. The SOE also presented the 7th annual Yopp Professional Development Summer Institute for 90 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 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 2007, NC TEACH admitted 51 new and 1st year lateral entry teachers to the 8th annual summer institute. Candidates continued to take coursework in the fall and spring, with most becoming eligible for licensure within one year. In fall 2007 and spring 2008, approximately 120 additional students were admitted to begin their coursework by summer 2008. 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 160 potential applicants; and provided information for Regional Alternative Licensure Center candidates. In fall 2007, NC TEACH received approval to move its middle grade and high school licensure programs to the graduate level. Candidates in these programs will receive a post-baccalaureate certificate and have the opportunity to transfer credits from their licensure coursework to an M.Ed. program. The graduate-level program begins with the 2008 summer institute. In 2006, the Department of Specialized Education Services (SES) received a multi-year award of \$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. SES continues to deliver a 21 credit hour post-baccalaureate program that serves lateral entry teachers. 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. The NC TEACH advisor and coordinator offered two information sessions to recruit lateral entry 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 University/School Teachers Education Partnership (USTEP) provided funding for National Board Renewal Certification Workshops and for collaborative work in the planning of a high

school professional development school. USTEP also co-sponsored the Wachovia Teacher Network summer institutes for 146 teachers and school administrators who developed skills as teacher leaders and mentors of beginning teachers. USTEP and the Wachovia Foundation grant provided 61 travel grants for faculty and public school teachers and administrators to attend professional conferences of organizations such as the North Carolina Association of Colleges for Teacher Education, the Holmes Partnership, The New Teacher Center, National Staff Development Council, 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. Forty-five teachers participated in a grant writing workshops offered by the Teaching Resources Center and, in July and September, 40 middle grades math/science teachers participated in classroom management training, A Positive and Pro-active Approach to Classroom Management and Instruction in Science as part of a multi-district grant acquired by Alamance-Burlington, Thomasville, Lexington, and Surry school districts. A science educator in the Department of Curriculum and instruction led the science content of the training. Funded by a grant from the Reynolds Foundation, 23 teachers from nine counties participated in professional development activities at the American Association of Physics Teacher Conference, meetings for the Educational National Board Certification Renewal project, and TI-Nspire, a technology workshop for mathematics teachers. Faculty in the Birth through Kindergarten (B-K) program offered 5 workshops focused on families, social-emotional development, social studies and science instruction, and behavior management in kindergarten classrooms. They also implemented a professional development project to prepare Guilford County Schools pre-kindergarten teachers who work with English language learners and their families. Dance education candidates provided professional development about arts integration, collaboration, assessment and curriculum for 70 teachers at two A+ schools. Math education faculty offered a mathematics teaching workshop for 20 elementary and middle school special education teachers. They also received a Cumulative Effect Grant to work with 75 teachers in Title I high schools to improve content knowledge and pedagogical strategies. Co-presenting with 3 math educators, they will conduct workshops to help integrate technology and instruction. As noted in Section B, the director of the TRC presented grant-writing workshops for Triad Regional K-12 teachers, as well DPI-sponsored workshops to help school districts write an Improving Literacy through School Libraries federal grant. The Piedmont Triad Education Consortium, housed at UNCG, presented workshops and services to approximately 23,000 teachers and other school personnel in 15 school districts; the workshops focused on mentoring, school leadership and literacy, science and math instruction.

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

Placements for internships and student teaching were made with attention to candidates' having substantive experiences in highly diverse schools. Thirty-four of the 65 elementary schools and 3 of the 29 middle schools in which students were placed for final internships had Title I designations. At the elementary school level, students spent two years at professional development schools that were overwhelmingly high needs schools. Partnerships at these schools included faculty and school personnel collaboration on professional development, school improvement, and internship/student teaching experiences. The School of Education partnered

with Guilford County Schools to support and deliver M.Ed. programs for three cohorts of middle grade teachers. Members of the cohorts were, for the most part, teachers at low-performing or high poverty schools. Forty-seven teachers will complete this program by summer 2008. Off-campus doctoral cohort programs in educational leadership in Alamance/Burlington School System (ABSS) and Guilford County Schools and 2 master's level principals' programs in Guilford are preparing educators for administrative positions in high poverty schools. An MSA cohort in ABSS will begin coursework in fall 2008. A key focus of these programs is preparing administrators to work with teachers to facilitate student retention and achievement. Finally, the USTEP/Wachovia Mentoring Network professional development institutes and the Yopp Professional Development Institute for beginning teachers recruit participants from highly impacted schools.

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. All programs are now reviewing and re-visioning their licensure programs in response to new state standards for teachers and school executives. One of the emphases of the new programs will be preparation of P-12 students for 21st century realities. Recognizing the importance of technology for future-ready students, the School of Education submitted 3 successful grant proposals to develop online courses and provide faculty professional development related to the use of technology in instruction. Twenty-first century students and schools was the focus of the first School of Education Summer Symposium for Future Ready Schools. In addition, UNCG is one of thirty institutions of higher education that successfully competed to join the Carnegie Foundation's Teachers for a New Era Learning Network (TNE/LN). Membership in the TNE/LN provides the SOE a forum to discuss issues with other institutions of higher education that seek to reform teacher education. 2) Healthy and responsible students: The SOE offered the Children's Festival and Health Celebration for 4000 students and community members. Teaching Fellows participated in these events and volunteered for other community projects. As part of their teacher preparation programs, candidates study the health and social needs of P-12 students. 3) Leadership: The School of Education collaborated with local schools to develop projects focused on professional development and innovative approaches to student achievement. These included Preparing Outstanding Science Teachers, the UNC System Math Pilot for improvement of mathematics instruction, Cumulative Effect (math instruction), Teachers of ESOL and an NC QUEST grant to promote inquiry learning in science. 4) 21st century systems: Again, in response to new teacher and school executive standards, all licensure programs reviewed their programs, assessment systems and resources. A Teachers Academy (TA) workgroup reviewed procedures for data collection and analysis that improve the use of data for program decision making. Other TA workgroups reviewed procedures for internship placements, curriculum and university/school partnerships, all with the goal of improving preparation programs and, ultimately, P-12 student achievement. Licensure candidates, cooperating teachers and mentors of alternative licensure teachers attended SOE-presented orientations to ensure their understanding of teacher preparation procedures and expectations. SOE governance and advisory committees, Professional Development Schools

including the newly opened high school PDS, and university/school grants were the collaborative efforts of university faculty, school personnel, parents, and community representatives. In addition, 3 advisory councils have been developed by the Wachovia Teacher Mentor Project for collaborative identification of school and university needs and contributions.

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

UNCG puts 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. Funded projects assisted in these foci, with the understanding that, as teachers grow professionally, they are more likely to be retained as teacher leaders. In 2006, the School of Education received a 3-year collaborative grant with the Guilford County Schools and the Department of Chemistry for \$947,203 to improve science instruction. The SOE participated in an NC QUEST grant, POST (Preparing Outstanding Science Teachers), and the UNC System Math Pilot for the improvement of math and science instruction. Support for National Board Certified Teachers and the training of mentors through the Wachovia Teacher Mentor Network contributed to the leadership, coaching and instructional skills of the mentors, as well as the beginning teachers with whom they work. Focused cohorts also assisted in retention. The SOE offered five CUI M.Ed. cohorts, as well as 4 cohorts of master's and doctoral students in school administration. Faculty in several departments worked with the new professional development high school that focused on educating globally competitive students. Using a PDS model, UNCG faculty and teachers identified and used "best practices," supported UNCG internships, and gathered data for program evaluation and improvement. 2) Recognizing that school reform and improvement are assisted by strong collaborative partnerships, relations with school systems were strengthened through regular meetings as well as focused study of partnership structures. The School of Education sponsored a trip to Colorado during which Guilford County Schools' central office personnel and university faculty had the opportunity to learn about the well established Denver partnership. Subsequently, GCS and UNCG representatives held two retreats and several workgroup meetings to define the GCS/UNCG Partnership's mission and priorities. At the same time, the Wachovia Teacher Mentoring Network established partnership councils that will extend the partnership work of the Teachers Academy and other Triad regional school districts. 3) External funding is also essential to the work of professional preparation programs. The School of Education received \$11.2 in external funding (grants and contracts), including an Early Career Award from National Science Foundation with which a science educator will study students' development of a "science identity." The Department of Educational Leadership and Cultural Foundations continued to support administration candidates through the Self Fellowship (\$25,000 per year) and the Rebecca L. Carver Endowed Fund (\$50,000+). SERVE received almost \$40 million from the United States Department of Education 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 \$3 million increase for a 5-year federal contract to operate the National Center for Homeless Education.

Supplemental Information (Optional)

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

In 2007-08, 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 offered Praxis I workshops for 57 candidates who planned to apply for admission to teacher education programs.

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

The School of Education and professional preparation programs are keenly aware of the shortage of educators in North Carolina. In 2007-08, faculty and staff from the School of Education, the Office of Admissions, the Office of Financial Aid and other departments developed a comprehensive teacher recruitment plan in response to this need and the UNC General Administration's plan to address the shortage of teachers in North Carolina. The strategies are numerous: A full-time faculty position was designated for the Master Teacher in Residence, which was filled this year by former NC Teacher of the Year Allison Ormond. The primary responsibilities of this position are the recruitment and retention of students into teaching. The SOE participated in graduate recruitment fairs, including the Institute for the Recruitment of Teachers. It 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. Six applications were processed for 2007-2008. Two assistants graduated in 2007-08. Teaching Fellows hold a Recruitment Day in January to help finalists for their program with interviewing skills and to orient parents. 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, distributed promotional literature and advised students. The Director of Recruitment, Retention, and Professional Development sent information about UNCG teacher education programs to students in all 16 Triad Regional school districts, presented programs to more than 1400 high school students, and participated in high school career fairs and Office of Undergraduate Admissions programs. The director offered 30 presentations to 150 Teacher Cadets in 10 high schools, and supported high schools in establishing Teacher Cadet and Future Teacher of America chapters. She also provided information to UNCG freshmen and transfer students interested in teacher education through Teacher Education Connection events 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 92 high school seniors from the Piedmont and 5 other districts; and Teaching Career Day, at which 102 high students from 6 districts learned about careers in teaching. 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. The SOE has, as one of its development priorities, undergraduate scholarships and graduate fellowships to make matriculation more accessible for qualified candidates. Finally, 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 1 IRT scholar. 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 continued a partnership with the University of Shanghai, which resulted in an exchange of faculty from the University of Shanghai. ERM and SES have students from 7 countries in Asia, Africa and Europe. Recruitment from diverse groups is a focus of 3 SES grants: Project RESTART, which recruits and supports community college students and teaching assistants to become special education teachers; the undergraduate Auditory-Oral deaf education program; and the doctoral-level Project LEADS. The Director of Recruitment, Retention, and Professional Development and the Master Teacher in Residence 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. 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. The transfer advisor works to meet community college students while they are at the community college and tracks their admission to UNCG, their admission to teacher education, and their graduation. The Assistant Director for Teaching Fellows has begun "Steps for Success," a program to identify Teaching Fellows who are experiencing academic difficulty and provide tools for academic success at UNCG. 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 second year with 146 mentors from 11 school districts. As noted in Section C, the teachers and central office personnel have participated in professional development institutes and

attended national conferences to learn about induction programs and improve their mentoring programs. 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 need areas such as science and mathematics. This work is supported by an NC QUEST grant to support inquiry learning in science, POST (Preparing Outstanding Science Teachers), and the UNC System Math Pilot for the improvement of math and science instruction. The Department of Curriculum and Instruction received a 5-year grant, TESOL for All, to study and prepare in-service teachers to collaborate with ESOL teachers and better serve the needs of English language learners (ELL students). The department also received approval for a master's degree program that leads to Standard Professional I and master's licensure in ESOL. The SOE continued to offer an 18 semester hour sequence of NC TEACH courses designed for lateral entry teachers. The high school and middle grades alternative licensure programs will be offered at the graduate level beginning in summer 2008. The SOE 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. All programs began to hold Data Days to review student performance data and use that information to make program changes.

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	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	84
	Hispanic	1	Hispanic	10
	White, Not Hispanic Origin	127	White, Not Hispanic Origin	567
	Other	3	Other	3
	Total	142	Total	673
Licensure-Only	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	15
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	56
	Other	2	Other	0
	Total	21	Total	73
Part Time				
Male			Female	
Undergraduate	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	5
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	3	Total	18
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	56
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	45	White, Not Hispanic Origin	82
	Other	0	Other	6
	Total	52	Total	152

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	6	2
Elementary (K-6)	0	0
Middle Grades (6-9)	10	9
Secondary (9-12)	13	27
Special Subject Areas (K-12)	3	6
Exceptional Children (K-12)	3	6
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	35	50

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

	Baccalaureate
MEAN SAT Total	1202
MEAN SAT-Math	569
MEAN SAT-Verbal	570
MEAN ACT Composite	26
MEAN ACT-Math	26
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.27
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	15	7	0	17
Elementary (K-6)	125	10	0	0
Middle Grades (6-9)	14	5	0	6
Secondary (9-12)	33	8	0	8
Special Subject Areas (K-12)	67	9	0	7
Exceptional Children (K-12)	30	5	0	14
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	6	0	0	0
Total	290	44	0	52
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	124	98
Spec Ed: Adapted Curriculum	2	*
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	24	100
Spec Ed: Mentally Disabled	1	*
Institution Summary	152	99
* 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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	60	202	50	7	2	3
U Licensure Only	4	0	1	1	0	2
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	7	1	1	1	0	0
U Licensure Only	9	4	2	5	2	2
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	343	87	69
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	1762
Forsyth County Schools	790
Randolph County Schools	486
Wake County Schools	373
Alamance-Burlington Schools	361
Charlotte-Mecklenburg Schools	348
Rockingham County Schools	348
Davidson County Schools	312
Durham Public Schools	136
Cumberland County Schools	135

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.49	3.50	3.56
preparation to effectively manage the classroom.	3.31	3.24	3.40
preparation to use technology to enhance learning.	3.21	3.34	3.50
preparation to address the needs of diverse learners.	3.35	3.30	3.31
preparation to deliver curriculum content through a variety of instructional approaches.	3.49	3.31	3.50
Number of Surveys Received	110	74	105
Number of Surveys Mailed	243	243	243

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
79	49	135