

# **IHE Bachelor Performance Report Greensboro College 2008 - 2009**

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## **Overview of the Institution**

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. It is located on seventy acres of tree-lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out of Reverend Peter Doub's dream to found a preparatory school for young women. It became co-educational in 1954. Greensboro College now serves approximately 1300 men and women. The College serves a diverse population from 30 states and 27 countries. About one-fourth of the students are adult learners. The College is committed to the belief that through a disciplined pursuit of truth, its students acquire knowledge and develop a critical awareness that allows them to live humanely, responsibly and productively in a free society. Such lives are characterized by clarity of thought and expression, a sense of history, an understanding of literature and language, a knowledge of mathematics and science, an appreciation of the arts, an awareness of political and social realities, a familiarity with the biblical tradition and a respect for physical soundness. Through its professional, pre-professional and career-oriented programs, both undergraduate and graduate, Greensboro College encourages, as well, the professional development of its students.

## **Special Characteristics**

The Teacher Education Program is committed to cultivating teachers who are reflective practitioners and is designed to help prospective teachers become more literate, articulate, intellectually independent, and professionally competent. Active learning, critical reflection, and disciplined inquiry are central to this program as candidates gain understanding about the thoughts and accomplishments of humanity. Theory and practice are combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The program objectives are intended to guide the cultivation of "Reflective Practitioners" who use liberating/best practices, who engage in lifelong learning and who value difference. The small, personable nature of the college and the nurturing qualities of the Teacher Education Program offer traditional, non-traditional, and licensure-only students the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The Teacher Education Program offers a flexible schedule and small class size making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic, competent faculty members, informed caring advisors, and supportive and knowledgeable staff work together to provide students with quality programs in teacher education.

## **Program Areas and Levels Offered**

Greensboro College offers initial licensure programs in the following areas: Birth through Kindergarten; Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education: General Curriculum (K-12), and Special Education: Adapted Curriculum (K-12); Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12); and Secondary Education in English (9-12), Biology (9-12), Mathematics (9-12), and Social Studies (9-12). An add-on license in Pre-kindergarten has been approved for Special Education and Elementary Education. In 2004, Greensboro College began offering Master's Degrees leading to advanced licensure in Elementary and Special Education (Learning Disabilities and Behavioral and Emotional Disabilities).

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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
Piedmont-Triad Region	To provide a systematic course of study and a cohort support system for lateral entry teachers	Maintained lateral entry program that supported 42 lateral entry teachers; met individually with candidates, assessed transcripts, identified appropriate courses for licensure; provided mentoring for lateral entry teachers, observing and documenting instruction and managerial skills	18 lateral entry teachers recommended for full-licensure. Each lateral entry teacher completes a portfolio with artifacts that address each of the INTASC standards; 44 new lateral entry teachers in cohort beginning in June '09 (18 lateral entry, 26 BKE)
Guilford County Schools School Readiness Collaborative Rockingham County Schools	Provide licensure information/support to lateral entry and beginning teachers.	Met individually with candidates, assessed transcripts, identified appropriate courses for licensure. Presented at Fall 2008 GCS information session for lateral entry teachers. Provided information to GCS and RCS officials during GC Teacher Education Advisory Council and GC Professional and Graduate Studies information sessions.	Calendar documentation of events: 10/09/08 (GCS), 10/19/08, 4/22/09 (GCTEAC), 10/17/08 & 10/23/08 (SRC), 10/27/08 & 4/20/09 (GCP&GS), Transcript evaluation notebook for 2008-2009, thank you note from GCS.
McIver Education Center	Classroom support for new lateral entry teacher.	Provided mentoring for lateral entry teacher, observing and documenting instruction and managerial skills; multiple visits to classroom; several conferences for guidance.	Teacher had a satisfactory evaluation at the end of the year. Offer of reemployment for next year. Many thanks from the teacher!
Page High School	Assist lateral entry teachers in locating appropriate Spanish courses required for licensure.	Formal and informal meetings at which we discuss schedule and content of courses.	Lateral entry teachers have taken the pedagogy course and the literature courses for Spanish licensure.
Southern Elementary School	To support new lateral entry teacher with planning math lessons including hands-on activities.	Met with the teacher each week to help with planning math lessons that would help her students connect with the real world.	The teacher shared her lessons with other teachers at the school. She also led a session at school on hands-on math.
Colfax Elementary	Mentor first-year teacher.	Mentored through meetings, emails and telephone calls.	Teacher had a successful first year. Received a BIG thank you from the teacher!

Guilford County Schools (Weaver Center); other public and private schools in North Carolina.	To provide support to beginning and/or lateral entry music teachers in public and private schools.	Critiqued vocal/choral students at Weaver Academy in January, 2009. Meets with former students at the NCMEA state conference each year. Developed events for the NCMEA Conference. Presented a workshop at the NCMEA Conference in November, 2008 for school choral directors on assessment techniques for middle school choirs. Assisted in planning (May 11, 2009) an event to be held at the November, 2009 NCMEA Conference where collegiate music education majors will be paired with Professional 1 music teachers to create a mentoring relationship.	Positive workshop evaluations. (The November 2009 event has not yet taken place.)
Rockingham County Schools	Support new teachers in working with parents and families.	Presented "How to Conference with Parents" at the New Teacher orientation (8/08).	Positive evaluations from new teacher participants.
Gillespie Elementary School	Provide support to career teacher to pass National Board Certification.	Provided study materials regarding transition planning and social skills.	Emails and memos documenting communications and materials provided. Waiting to hear if she passed.
GCS: McIver Education Center	To support student learning	Every Thursday morning students from McIver were bused to GC pool to swim for 45 minutes. GC faculty and students served as swim "buddies" and coaches. This is the third semester for the McIver Swim Program. Greensboro College candidates enrolled in pedagogy courses for physical education participate in the program, which offers one-on-one supervision.	Continuation of the program. E-mail thank you notes from McIver faculty.
Sumner Elementary School	To support and mentor career teacher.	Helped career teacher prepare to teach a college level course (Pedagogy of Physical Education for Elementary Classroom Teachers). Documented meetings, emails, telephone calls.	Career teacher has expressed how excited she is to teach as an adjunct at Greensboro College. Looks forward to teaching PHE 3770 in Fall 2009 at Rockingham Community College.

Western Guilford High School, Southeast Guilford High School, East Forsyth High School, Grimsley High School, Trinity High School, Southern Guilford High School, Southwest Guilford High School, Providence Grove High School, Asheboro High School, Caldwell Academy, Randleman High School, Rockingham County High School, North Davidson High School	To support career music teachers.	Visited high schools to conduct clinics with their jazz ensembles, concert bands and marching bands. Visited most high schools at least twice during 2008-2009 to continue a relationship developed with the band directors and instrumentalists in the programs.	Continuing invitations to conduct these activities show that they make a valuable contribution to student musical performance levels.
North Davidson High School	Provide support to career teachers and to support student learning.	Took the college marching band for an exhibition performance for the high school marching band. Worked with their marching band and their directors.	Continuing invitations to conduct these activities show that they make a valuable contribution to student musical performance levels.
King George High School	To improve student performance and to support career teachers.	On May 5, 2009, the King George High School Concert Band gave a concert at Greensboro College followed by a clinic with two faculty members who critiqued the band and director, and gave suggestions for their later performance at a band festival.	Band performed at festival. Continuing invitations to conduct these activities show that they make a valuable contribution to student musical performance levels.
R.B. Glenn High School, Parkland High School, Rockingham County High School, Weaver Academy, North Forsyth High School	To improve student musical performance.	Faculty visited and gave vocal clinics to high school choirs during 2008-2009.	Continuing invitations to conduct these activities show that they make a valuable contribution to student musical performance levels.
GCS: General Greene Elementary	To support career teachers.	Faculty accompanied field trip to the coast in October and to Hanging Rock in April. Performed tasks needed to help academic and social learning take place.	Participation documented by PTA.

Mendenhall Middle School, Jamestown Middle School	Quality teacher performance.	Conducted a qualitative study of middle school teachers' ethical principals and strategies for interacting with students. Summarized findings and reported to teachers. Adapted findings for presentations to pre-service and in-service teachers.	Products of the study shared with teachers include summary of findings, suggested readings, Power Point presentation.
Jefferson Elementary, Irving Park Elementary, Lindley Elementary, Morehead Elementary	To help provide professional development to cooperating teachers	Met with cooperating teachers on a regular basis and shared ideas and articles on teaching and learning.	At the end of the semester at the final dinner meeting, the cooperating teachers requested to serve as cooperating teachers again.
Greensboro Middle College	Provide support to career teacher.	Exchanged ideas related to technology and foreign language teaching. Shared websites.	Websites have been incorporated in middle college classes, giving students more learning resources.
Various NC school systems	To support beginning and career teachers to improve performance in ESL instruction	July 2008: TESOL Symposium on research and best practices, GC, sponsored by Dept. of English and TESOL program. December 2008: Carolina TESOL, All-day institute for New ESL teachers, Charleston, SC (2 GC faculty presented) March 2009: faculty member gave presentation at the NC Reading Association May 2009: UNC-TV, Education Forum (faculty member served on a panel discussion)	Evaluations were very positive about quality of presentations.
Guilford County Schools and surrounding systems	To assist career teachers in obtaining re-specialization or add-on certification. To assist career teachers wishing to re-enter teaching profession.	Met with numerous career status teachers to help facilitate add-on licensure, mainly BK, Special Education, and Elementary Education. Also met with certified teachers wishing to re-enter field or add other certifications.	Transcript evaluation notebook containing dated transcript evaluation forms, calendar notebook with dates of conferences, Professional and Graduate Studies open houses (10/27/08, 04/20/09).
Triad Math and Science Academy	Assist in fundraising for physical education equipment	Student organization held fundraising event. Also, acquired donations from the GC Athletic Department.	Raised \$325.00. Also, acquired donations from the GC Athletic Department (10 basketballs, 15 soccer balls, 7 frisbees). Received a thank-you letter from the school.

<p>Florence Elementary, Bluford Elementary, other schools in the Guilford County Schools</p>	<p>Provide support to career teachers.</p>	<p>Assisted in problem-solving activities regarding day-to-day student situations and job-related injuries. Assisted in planning a parent seminar for parents involved with Tristan's Quest. Created a CEU offering at GC for teachers in surrounding schools. Met with former and current graduate students and GC faculty to gather ideas and plan the event.</p>	<p>Thank you notes/emails from the teachers who were assisted. CEU event on grant-writing for teachers will be held next year.</p>
<p>Gateway Education Center, Bluford Elementary, Vandalia Elementary, Northeast Elementary</p>	<p>Service learning in the schools, to assist teachers and enhance student learning opportunities.</p>	<p>Student volunteers helped with special event activities in classrooms at Gateway and Bluford during fall and spring semesters. Student volunteers read with students and checked for textual comprehension. Tutoring, one-on-one and/or small group in-class assistance to students at Vandalia and Northeast.</p>	<p>Teachers at Gateway and Bluford expressed thanks. Service learning work logs documented time; serving learners reflection papers; presentation at Cultural Arts PTA at General Greene Elementary; December 2008 Cultures and Languages Celebration for all classes at General Greene (about 500 students and faculty); PowerPoint presentation available at ACTFL site; formal and informal feedback from the General Greene community.</p>
<p>Brightwood Elementary, Sumner Elementary</p>	<p>Provide support to all teachers and students.</p>	<p>Expanded our Clinical Experience component to increase number of teacher education candidates completing fieldwork at these two schools.</p>	<p>Placed increased number of fieldwork students in Title I Schools. School sign-in logs were completed by cooperating teachers. Copy of partnership agreement between GC and both schools exists.</p>
<p>Guilford County and surrounding school systems</p>	<p>Help candidates prepare for and pass Praxis I and Praxis II.</p>	<p>Counseling sessions; loaned Praxis I and II study guides and materials to candidates. Faculty member conducted a Praxis II workshop for all elementary education majors. (This was not part of her employment obligations for GC.)</p>	<p>High (100%) pass rate for program completers. Candidates from outside of our program who subsequently passed Praxis II have sent thank you emails, telling us that they passed!</p>
<p>Northern Middle School, Weaver Academy, Rockingham County Schools, Greensboro Historical Museum</p>	<p>Provide support to students and faculty at partnership schools.</p>	<p>Science fair judge for Rockingham County Schools; faculty served on Teacher of the Year Committee for Rockingham County Schools; Spelling Bee judge at Northern Middle School; Senior Honor</p>	<p>Schools expressed appreciation for time spent as judges for the various events listed. The Historical Museum's staff has already begun using the guide materials and using the lesson</p>

		<p>Presentations judge at Weaver Academy for the Performing Arts. Student interns at two local historical sites created curriculum materials for local history teachers and students; one created lesson plans and supplemental materials to accompany middle grades and high school class field trips to the Greensboro Historical Museum's Civil War and Gate City exhibits. A local teacher and curriculum specialist visited GC classes and discussed ideas on how to integrate NC content into other subject areas.</p>	<p>plans created by the GC students. The materials are housed at the local historic sites.</p>
<p>Guilford County Schools</p>	<p>Provide support to GCS administration. Collaborate with GCS administrators in implementation of the 21st Century Teacher Evaluation Instrument.</p>	<p>The Director of Teacher Education is serving as a team member on the Guilford County Schools Strategic Planning Team: Area V: Safe Schools and Character Development. The Director also participated in the GCS Train the Trainers sessions on the use of the new 21st Century Teacher Evaluation System.</p>	<p>Strategic planning team work is ongoing. Deliverables are to be determined by August 2009. The Director is serving on the committee to investigate online training options for delivery of classroom management training that supports the GCS policies and procedures regarding student behavior and make recommendations for implementation. The result of participation in the Train the Trainers sessions for the new evaluation system is that the Director now has a better understanding of the new evaluation system for teachers and will be able to convey that to others in the development of our revised program.</p>
<p>All systems in NC; Guilford County Schools</p>	<p>Recruiting students (including minority students) into programs leading to teacher licensure.</p>	<p>All music faculty assist in recruitment which includes school visitations, music auditions held at least twice a month from September through April, development of the music website, development and use of music brochures, phone calls, emails, writing letters to prospective students, and music recruitment fairs. We attended fine arts fairs in Atlanta</p>	<p>The music education program at Greensboro College is growing with some very talented future teachers. This past year, 32 students were enrolled in music and music education courses to pursue music licensure. In fall, 2008, 4 minority students (3 African Americans and 1 Hispanic) as in the previous year, were among the new music education majors. All but one</p>

		<p>(October, 2008), Washington, D.C. (November, 2008) and had an information booth at the Virginia Music Educators Conference (November, 2008) and the North Carolina Music Educators Conference (November, 2008). Recruitment of students is always discussed at the weekly Music Faculty Meetings and written reports are generated at many of the meetings. These are shown along with the minutes of the Music Faculty Meetings.</p> <p>Presented/participated at orientations held at Guilford County Schools and Greensboro College.</p> <p>Coordinated licensure information mailing to all Piedmont area school systems and all Guilford County lateral entry teachers. Served as member of School Readiness Collaborative and helped design new alternative licensure program for Head Start teachers which will be instituted summer 2009.</p>	<p>persisted in the program and should be back for the fall semester of 2009 as sophomores. Among the 32 music education majors for 2008/2009 were 7 African American students and 2 Hispanic American students. The following are dates that information on the PAL program was shared with minority candidates: 10/09/08, 10/27/08, 04/20/09, 10/17/08, 10/23/08. Copies of mailings, agendas, notes, summer course calendar.</p>
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**B. Brief Summary of faculty service to the public schools.**

Program faculty members were involved in public schools in a variety of ways, ranging from service on advisory boards to volunteering time, resources, and expertise. Examples of faculty involvement included: 1) faculty provided tutors and one-on-one and/or small group assistance for students at Vandalia Elementary, 2) Music education faculty held music clinics and adjudicated music festivals at a variety of North Carolina public schools, 3) English faculty provided ESL workshops for teachers attending state conferences; 4) various education faculty provided mentoring and resources for beginning and career teachers, 5) Special education majors volunteered by reading to students and helping with special events at Guilford County’s two public separate schools– McIver Education Center and Gateway Education Center; 6) The Coordinator of the Piedmont Alternative Licensure Program met with lateral entry teachers and potential candidates in Guilford County and Rockingham County Schools, assessing transcripts and identifying appropriate courses for licensure; 7) Middle grades faculty conducted a qualitative study of middle school teachers’ ethical principles and strategies for interacting with students, and shared products of the study with teachers, 8) Elementary education faculty met regularly with cooperating teachers to share ideas and articles on teaching and learning, 9) PE student organization held a fundraising event for a new charter school, which provided money and equipment to the school’s athletic program, 10) Education faculty provided tutoring sessions and materials to assist candidates and teachers in passing Praxis I and II, 11) education faculty served as judges for local school academic fairs/competitions, and 12) the Director of Teacher Education serves on the Guilford County Schools Strategic Planning Team. See the table of public school involvement for further activities and for alignment of all activities with goals and outcomes.

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

An education department faculty member invited beginning teachers to speak to student teachers. This opportunity allowed beginning teachers to reflect on their experiences and to serve as models for pre-service teachers. Program completers and current graduate students served on advisory boards and attended special programs that keep beginning teachers connected to the college and the profession. The special education program established a forum for graduate students in special education to meet regularly with faculty and discuss topics pertinent to their teaching experiences. Physical education, special education, elementary education, and middle grades education faculty visited and observed in first year teachers' classrooms at various regional schools, consulted and provided support through face-to-face meetings as well as e-mail. The PAL Program provided direct instruction to beginning teachers in the areas of pedagogy, classroom management, technology information and working with exceptional children in regular classrooms. The coordinator of the PAL program provides extensive support to the candidates seeking alternative licensure at Greensboro College. Full time and part-time faculty members visit PAL candidate's classrooms and provide counsel and support. Through surveys and questionnaires, the teacher education program obtains feedback from recent graduates, which allows the program to provide specific assistance to teachers, to revise aspects of the program, and to include beginning teachers in program activities.

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

The Program provides course work to lateral entry teachers through the Piedmont Alternative Licensure (PAL) Program, the Licensure Plus program, or through licensure only programs. The PAL Program is a collaborative project with Bennett College that serves lateral entry teachers in the Piedmont area. Now in its eleventh year, PAL provides an accelerated training program for individuals hired as lateral entry teachers. This year we have established a new partnership serving Head Start and More at Four teachers, who hold a degree, but no license. Surveys indicate that PAL candidates and employers are highly satisfied with the program. Over 70% of the candidates who complete the PAL program achieve full licensure. To assist lateral entry teachers entering the PAL program, the Alternative Licensure Coordinator developed and maintains a handbook. He provides information to the Regional Alternative Licensing Centers about the lateral entry programs at Greensboro College and participates in the Professional and Graduate Studies Open Houses. The graduate program includes a "Licensure Plus" component designed for adults with bachelor degrees in non-education areas. This program, through a combination of undergraduate and graduate level courses, leads to the initial license for elementary and special education. Candidates may complete this program by completing a successful year of teaching as a lateral entry teacher. The college employs a full time Coordinator of Alternative Licensure and a part-time faculty member who visits PAL candidates in their schools, observes classes, and provides feedback on instructional and management issues. The College provides courses in the late afternoon and evening to meet the needs of employed students whether or not they are in the PAL Program. The Dean of Graduate and Professional Studies coordinates class schedules to ensure evening and summer offerings meet the needs of lateral entry teachers. She also contacts enrolled Lateral Entry teachers notifying them of course availability. The Coordinator of Alternative Licensure and faculty members who teach in the PAL program work together to counsel lateral entry teachers by telephone, e-mail, and face to face. Education faculty members provide support for lateral entry teachers by meeting with them before and after classes to advise them on instructional issues and classroom management. Arts and Sciences faculty serve as advisors for lateral entry teachers and have provided independent studies for candidates needing upper level content area courses.

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

The Program supports career teachers through a number of workshops and education forums, curriculum and instruction information and continuing educational opportunities: 1) Faculty members in the TESOL program made presentations at the Carolina TESOL's annual conference. 2) A special education faculty member provided study materials regarding transition planning and social skills to a career teacher who was pursuing National Board Certification. 3) A PE faculty member helped a career teacher prepare to teach a college-level course (Pedagogy of Physical Education for elementary Classroom Teachers). 4) Music faculty visited high schools and conducted clinics in instrumental and vocal ensembles. 5) An elementary faculty member provided professional support by meeting with cooperating teachers on a regular basis and sharing ideas and articles on

teaching and learning. 6) A Spanish faculty member provided support to a Middle College teacher by exchanging ideas related to technology and foreign language teaching. 7) The Coordinator of the PAL program met with numerous career status teachers to help facilitate add-on licensure, mainly with BKE, Special Education, and Elementary teachers. 8) A special education faculty member created a forum at which graduate students and career teachers could discuss topics of their choosing. One such meeting resulted in the creation of a CEU workshop on grant-writing for teachers, which will be offered for CEU credit for teachers in surrounding school districts.

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

Faculty work with various student clubs to recruit students to work in tutoring programs for at-risk students. A collaborative, professional partnership with Alamance Elementary School (in Guilford County) continues to provide tutors, fieldwork students, and professional development for in-service teachers. The Alumni Diversity Task Force provides guidance for the preparation of teachers who respond to challenges related to cultural diversity and to the achievement gap between ethnic groups. The Task Force sponsored two forums this year: 1) for pre-service and in-service teachers on making appropriate instructional modifications for exceptional students, and 2) one that featured a speaker from the German educational system, who shared practices for working with students with disabilities in his country. All education majors take at least one course and one fieldwork in special education. The fieldwork requires students to provide assistance in special education classrooms. Special education and elementary faculty members work with GC graduates who are teaching at-risk students. Once a week, students from a public separate school for students with autism and related disabilities (McIver Education Center) are transported to the swimming pool at the Reynolds Center at GC to swim for 45 minutes. GC faculty and students serve as swim buddies and coaches. Faculty assistance to teachers includes support for literacy, math and science instruction, behavior management strategies, working with students with severe disabilities, and general support.

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

The 2008 emphasis in meetings with the Teacher Education Advisory Board has been on the goals of preparing public school students who will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Work with the Teacher Education Advisory Board this year has consisted mainly of obtaining input from our public school partners about what they believe is important to include in our revised programs. They have given valuable feedback and offered many suggestions about how we can work together to develop the teaching force that will be needed in the 21st century. Undergraduate and graduate programs of study focus on delivering 21st century content in a 21st century context, appropriate application of 21st century technology, gathering assessment data that informs decisions and improves learning, and helping teachers understand the interconnectedness of world cultures. All programs have begun the process of re-visioning program curriculum and instruction. Graduate programs for elementary and special education completed a successful accreditation review in March 2008. The Teaching English to Speakers of Other Languages Program has graduated its sixth class and has admitted its seventh. The Teacher Education Program's Alumni Diversity Task Force, composed of graduates representing ethnic, religious, racial, and regional, exceptionality and age diversity, developed a new, working definition of diversity that recognizes the interconnectedness of 21st century cultures. The Alumni Diversity Task Force is working to ensure that revised programs reflect the needs of the diverse 21st century cultures of North Carolina public schools. Related to the development of 21st century skills by P-12 students, all student teachers provide portfolio evidence of a positive impact on student learning during their student teaching experience. In this portfolio, student teachers show evidence of ability to support at-risk students and ability to work with parents.

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

Our special emphasis this year has been on developing our revised initial licensure programs. Much time has been spent talking with public school partners and deliberating as to what revisioning will mean for the program at Greensboro College. As has been the practice of the Program, we have worked to build and strengthen collaborative partnerships with the public schools. A new partnership has been established with the Triad Math

and Science Academy, which is a new charter school in the area. Elementary and PE faculty have been active in consulting with TMSA faculty, and the students in the PE program have helped with a fundraiser for the school to obtain athletic equipment. Existing partnerships have been maintained at Triangle Lake Montessori School, Gateway Education Center, McIver Education Center, and Alamance Elementary School. The partnership at Triangle Lake integrates Montessori training with course work for add-on pre-school licensure. The partnerships at Gateway and McIver benefit special education faculty and students by providing access to special education experts who will provide consultation and in-service development. At Gateway in particular, special emphasis was on increasing participation in supervision of student teachers by the Gateway administration. This was extremely helpful. An emphasis in the revised Teacher Education Program is on the use of 21st century technology in formative assessment. Currently, all education majors subscribe to LiveText, an on-line suite of tools for designing and assessing instruction. Students create on-line teaching portfolios that demonstrate their ability to design instruction in a 21st century context and to use technology to develop 21st century skills. LiveText assessment rubrics have been designed by faculty members and are being used to collect assessment data. Lesson plans and other instructional documents are created by the students in the LiveText environment. Those plans and documents are evaluated by faculty members using the rubrics. LiveText allows program coordinators to create reports that aggregate and analyze the assessment data, making it easier to identify programmatic strengths and weaknesses. Data in the LiveText system was used in the 2008 program accreditation review. By using technology to develop curriculum and assess learning, program faculty members work to provide quality teachers who can ensure higher student performance. We have included a proposal in the GC Strategic Plan for a faculty position in instructional technology, who will be instrumental in the implementation of our revised program, teaching courses as well as serving as a liaison between our GC faculty and instructional technology specialists in the public schools.

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

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

The PEAK Center, the College's learning resource center, provides access to specifically targeted NOVANet exercises that prepare students for taking Praxis I. The Director of Teacher Education and the Executive Assistant to the Director monitor the testing history of all candidates. Students are informed of requirements and support options in the Introduction to the Teaching Profession Seminar. A variety of test-taking resources have been purchased and placed on reserve in the college library. Based on student input, several test-prep books have been ordered for the college bookstore and are recommended to freshmen and sophomores through a letter from the Teacher Education Office. Links to these resources have also been placed on the Teacher Education Program web site. Faculty members in elementary and special education have developed workshops and study packets to support students taking Praxis II tests. The Teacher Education Program remains current about testing requirements and reports changes regularly to the program area coordinators. Many of the Teacher Education faculty members have made course modifications that include constructed response test questions similar to questions on Praxis II tests. Assignments in courses are patterned after the open-ended questions and the case study format used in the PRAXIS II tests. In targeted pedagogy courses, elementary candidates receive additional instruction related to PRAXIS II. Student test scores are monitored carefully and if a student has a specific disability, arrangements are made for him or her to take the nonstandard administration of the exam.

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

The teacher education faculty members advise all incoming freshmen and transfers who express an interest in education. Faculty members participate in the admission open houses and scholarship interviews, speak to prospective students and their families about teaching as a career and provide information as needed. The Teacher Education Office and the Office of Graduate and Professional Studies are responsive to contacts from the public and are often described as "user friendly". The Office of Graduate and Professional Studies sponsors recruiting meetings for prospective adult education students. Prospective students are invited to attend teacher education classes. Faculty members in the Education division often teach sections of the First Year Seminar that are reserved for students expressing an interest in education. The College has developed a comprehensive articulation guide for North Carolina community college students. A partnership with Rockingham Community

College provides the courses for an elementary education degree at RCC. Music faculty members actively recruit students to the major by making phone calls, writing letters and participating in recruiting tours to high schools. The coordinator of the music education program serves on the planning committee for the annual conference of NCMEA and helps plan events for high school students interested in music education. SNCAE and SCEC students have recruiting booths at campus orientations to communicate about careers in education. Faculty members in all licensure programs present information to first year students at career day. Education course offerings are advertised in the local newspaper and to public schools via the Teacher Education Program E-newsletter. Faculty members in secondary and K-12 licensure programs discuss education and licensure requirements with students and encourage them to consider teaching. Informational display areas have been established in Proctor Hall East to provide students with access to Teacher Education Policies and Admission materials.

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

Greensboro College is strongly committed to honoring diversity and actively seeks partnerships with programs that support the academic development of minority students and future teachers. In addition to open houses, presentations to area high schools and community colleges and professional conferences, the College's alternative licensure programs have been most successful in attracting a diverse population into teaching. The Piedmont Alternative Licensure Program Piedmont Alternative Licensure (PAL) is a collaborative program with Bennett College, a Historically Black College. The PAL Program provides an accelerated program for individuals hired as lateral entry teachers. One third of the faculty members teaching in the PAL program are minority professors. Of the 42 current PAL candidates, 17 (40%) are ethnic minorities and 12 (29%) are males. Candidates in the 2008 cadre include secondary, middle grades, and K-12 licensure areas. We also have the addition of a PAL cadre of BKE candidates in the summer of 2009. Five education faculty members met with representatives of piedmont area community colleges to discuss ways to recruit and train new teachers. Many of our transfer students from community colleges are minorities. The Alumni Diversity Task Force, composed of graduates representing ethnic, religious, racial, and age diversity, guides the development of curriculum and assesses the climate of campus life to assure that minority candidates will thrive in the Teacher Education Program.

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

Immediately after last year's accreditation visit, the Teacher Education Program began planning the process for re-visioning our 14 licensure programs. The Program adopted and implemented a process that will result in submission of re-visioned programs by June 30, 2009. Programs were developed with input from candidates, graduates and public school partners. The 2+2 Elementary Education Program partnership with Rockingham Community College continues to grow and thrive with increased enrollment expected for next year. The Program will continue to develop the use of LiveText in anticipation that it will provide an appropriate means for submitting electronic evidence of candidate performance. We have included a proposal in the GC Strategic Plan for a faculty position in instructional technology, who will be instrumental in the implementation of our revised program, teaching courses as well as serving as a liaison between our GC faculty and instructional technology specialists in the public schools. We are excited about our new partnerships this year! A new partnership has been established with the Guilford Child Health Alliance, serving Head Start and More at Four teachers, who hold a degree, but no license. The first cadre will begin classes toward BKE licensure this summer. Another new partnership has been developed between Greensboro College and Lifespan. Plans are for Lifespan to develop a new circle school at Greensboro College. The school will initially serve pre-school children, with plans to eventually expand to school-age. The circle school will provide an inclusive setting for children, and will be an environment in which best practices in inclusion can be observed by pre-service teachers in BKE, special education, and elementary education.

## 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	4	Black, Not Hispanic Origin	12
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	128
	Other	0	Other	0
	<b>Total</b>	<b>30</b>	<b>Total</b>	<b>142</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	20
	Other	0	Other	0
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>25</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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	8
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>10</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	25
	Hispanic	2	Hispanic	4
	White, Not Hispanic Origin	36	White, Not Hispanic Origin	82
	Other	0	Other	2
	<b>Total</b>	<b>48</b>	<b>Total</b>	<b>117</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)	29	4
Elementary (K-6)	40	18
Middle Grades (6-9)	21	12
Secondary (9-12)	30	6
Special Subject Areas (k-12)	12	6
Exceptional Children (K-12)	18	9
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>150</b>	<b>55</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1179
MEAN SAT-Math	*
MEAN SAT-Verbal	560
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.55
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	8	0	4
Elementary (K-6)	10	44	6	20
Middle Grades (6-9)	0	6	0	12
Secondary (9-12)	0	6	2	6
Special Subject Areas (K-12)	0	16	6	12
Exceptional Children (K-12)	0	10	2	6
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>10</b>	<b>90</b>	<b>16</b>	<b>60</b>
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Birth thru Kindergarten	.	N/A
Elementary Education	19	100
MG-Math	.	N/A
MG-Social Studies	.	N/A
Math (9-12)	.	N/A
Physical Ed	.	N/A
Social Studies (9-12)	.	N/A
Spec Ed: Adapted Curriculum	1	*
Spec Ed: General Curriculum	1	*
Theater Arts	.	N/A
Institution Summary	21	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.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	18	21	8	3	0	0
U Licensure Only	8	0	2	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	19	3	3	1	1	1
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	30	93	73
State	4186	93	62

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009**

LEA	Number of Teachers
Guilford County Schools	253
Rockingham County Schools	66
Randolph County Schools	38
Forsyth County Schools	33
Alamance-Burlington Schools	26
Wake County Schools	25
Davidson County Schools	18
Charlotte-Mecklenburg Schools	14
Asheboro City Schools	11
Chatham County Schools	8
Durham Public Schools	8

**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.**

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

**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>
17	7	7