

IHE Bachelor Performance Report

Guilford College

2008 - 2009

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

The ES Program offers a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in Elementary Education, Secondary Social Studies, and Secondary English. K-12 Languages (Spanish and French) licensure is temporarily dormant, but will be reinstated with the revisioning of the ES program to be submitted in July 2009. Additionally, licensure areas in K-12 physical education and secondary science programs have been approved by the College and temporary authorization proposals will be submitted to the State in July 2009 for physical education and January 2010 for science. A Licensure-Only Program (with the option of obtaining a major) for those who have completed a bachelor’s degree is also offered to graduates of any 4-year, accredited college who qualify for admission. Furthermore, Guilford has developed a joint Program for the licensing of Secondary Mathematics Majors with another local college.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (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
<p>Guilford Elementary School (preK-5) officially opened in August 2007. Due to the change in grade configuration (combination of preK-3 and 4-5 school) the enrollment increased significantly affording the addition of regular classroom teachers, a second ESOL teacher, and an assistant principal. Guilford Elementary remains a highly impacted school. ES has formal collaborative plans with Guilford Elementary School. EOG tests from spring 2008 kept Guilford Elementary from reaching their AYP. Therefore, the main focus for the 2008-2009 school year was based on working with students who were not performing well on EOG tests.</p>	<p>(Adapted from Guilford Elementary School Improvement Plan) A1. Better align state and district academic requirements at each grade level. A2. Identify and serve students needing tutoring based on benchmark, EOG, and teacher assessment data. A3. Extend the variety of technology equipment and software used in the classroom. A4. Develop and implement a school-wide discipline plan focusing on preventive and responsible management strategies. (Separate School Initiative) B1. Continue with plans to create an outdoor learning center. (Separate Individual Class Initiatives) C1. To improve a specific class academic or behavior performance need.</p>	<p>(Initiatives to address School Improvement Plan goals) A1. a. Interns and student teachers created and taught lessons based on the alignment of state and district objectives. A1. b. GE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure alignment of State and district objectives. A1. c. ES faculty worked with new GE teachers on developing lessons around State and district objectives. A2. Interns and student teachers worked with each grade level team to assist with tutoring and small group instruction for better preparing students in mastery of EOG skills and concepts. A3. Interns and student teachers utilized a variety of technologies in both planning for and implementing instruction. A4. Interns and student teachers implemented strategies developed by Guilford Elementary staff and student teachers explored the effectiveness of those strategies in the Student Teaching Seminar (Initiatives to address additional school goal) B1. ES and Guilford Science faculty were involved in helping GE write and submit a grant for the development of an outdoor learning</p>	<p>(Addressing School Improvement Plan goals) A1. GE teachers noted the success of intern and student teacher lesson development and implementation, assuring alignment of state and district objectives. A2. EOG data showed marked improvement for students with whom interns and student teachers worked. A3. New technologies (new computers, interactive televisions, and microphones) have been incorporated into the instructional program by Guilford Elementary teachers, and Guilford College interns and student teachers. A4. School-wide discipline practices have proven successful with interns and student teachers effectively participating in the implementation. All students in the school say the GE pledge each day and classroom rules and expectations are driven by the school-wide pledge. (Addressing additional school goal) B1. ES faculty worked as part of the Guilford Elementary Science Committee in developing and writing a grant to create an outdoor learning center. The ES faculty member solicited input and help from Guilford science faculty as well as local garden centers and companies to provide support for grant criteria. The grant was finalized and submitted in spring 2009. C1. In all classrooms where student teachers initiated a special instructional or behavioral plan improvement was demonstrated. For example: a. In one first grade classroom students were originally performing from the 65-75% range on spelling tests. After the implementation of various techniques for spelling instruction, student performance fell in the 75-95% range. b. In one fourth grade</p>

		<p>center. (Initiatives to address additional school goal) C1. a. Student teachers worked with cooperating teachers to identify a specific class need, then developed and implemented a plan for improvement. C1. b. Student teachers used pre-, post-, and formative assessment data to assess improvement.</p>	<p>classroom students were not able to use correct punctuation or grammar in their own writing, with 22 out of 25 students failing the grammar/punctuation component of creative writing rubrics. The student teacher implemented a 10 minute grammar lesson with creative writing four days a week. At the end of the semester all students had improved and 21 out of the 25 were scoring from 80-100% in the grammar/punctuation section of writing rubrics.</p>
<p>Erwin Montessori is a highly-impacted urban, magnet, Montessori school serving grade preK-5. ES elementary faculty has worked more collaboratively with Erwin to include not only the placement of interns in the school, but student teachers as well.</p>	<p>(Adapted from Erwin's School Improvement Plan) 1. Sustain Montessori methods and philosophies 2. Mesh Montessori methods with traditional expectations in order to achieve high EOG test scores 3. Integrate Montessori, State and district objectives to develop and implement an effective instructional program 4. Work to connect reading and writing 5. Increase use of math toolbox materials</p>	<p>(Initiatives to address School Improvement Plan goals) 1. Interns and student teachers placed at Erwin were provided with material to help promote understanding of Montessori philosophies and practices. 2. The majority of the interns and student teachers were placed in grades 3 through 5 to help lower the student-teacher ratio in order to better prepare Erwin students for successful performance on EOG testing. 3. Interns and student teachers worked with Erwin teachers to integrate Montessori, State, and district objectives. 4. Student teachers developed writing lessons based on the integration of reading activities. 5. Interns and student teachers were taught how to use and incorporate math toolbox materials.</p>	<p>(Addressing School Improvement Plan goals) 1. All interns and student teachers had the opportunity to read about, observe, and experience the implementation of Montessori philosophies and practices. Two of the student teachers were offered teaching positions for the 2008-2009 school year based on their ability to apply Montessori philosophies and practices. 2. Interns and student teachers worked closely with cooperating teachers in designing activities that were Montessori in nature, but also helped to prepare students for success on EOGs. 3. Interns and student teachers were required to show Montessori, State, and district objectives in all lesson plans. 4. Student teacher lessons plans showed weekly writing activities connected with reading instruction. 5. Observations of interns and student teachers showed use of math toolbox materials.</p>

<p>Grimsley High School is a school of progress with high growth, but one of changing diversity and increased problems with discipline issues. Disaggregated data indicates an increase in low performance among certain groups of students. Collaboration with Grimsley High School is focused in the English and Social Studies departments around work with student teachers and tutoring assistance.</p>	<p>(Specific Initiatives) 1. Placement of student teachers for lowering teacher-student ratio in classrooms and for mentoring of future English and Social Studies teachers. 2. Expansion of conversation related to support for at-risk 9th and 10th grade students with tutoring and initiating family contacts. 3. Provision of support for teachers through professional development, primarily in the teaching of writing.</p>	<p>(Initiatives to address school goal) 1. Student teachers were placed in both English and Social Studies classrooms during the fall 2008 semester. 2. & 3. A Guilford College Center for Principled Problem-Solving Grant continued to support the tutoring sessions for 9th and 10th grade at-risk Grimsley students. An ES Faculty member administered the grant and Guilford College students participated in the tutoring.</p>	<p>(Addressing the school goals) 1. At Grimsley High School, teachers reported great satisfaction with the quality of Guilford student teachers as well as the supervision they received from campus-based faculty. 2. & 3. Hard data to demonstrate the mid-point success of the grant supported tutoring and other activities was gathered through surveys and interviews. The program director collected data for the 2008-2009 school year. Student writing performance improved slightly with most English teachers reporting rubric grades on writing assignments had improved by a few points. 70% of the English teachers reported positive results related to the project.</p>
<p>Newcomers School Newcomers School is a magnet school designed for students in grades five through 12 who have recently arrived in the U.S. and are considered novices on the North Carolina language test. This school opened in the fall of 2007. ES along with other departments at Guilford College have developed a formal collaboration with the Newcomers School.</p>	<p>(Overriding Goal of the School) To accelerate literacy skills and prepare English language learners to bridge the gap between a newcomer setting and the assigned school. (Specific school initiatives) 1. To provide extra hands in classrooms to assist with language instruction (rather than utilizing a pull-out tutoring program) 2. For Guilford College faculty to assist with the Newcomers School's fall theatre production 3. The principal of Newcomers School requested GC faculty to provide inservice training for Newcomers School teachers during the 2008-2009 school year.</p>	<p>(Initiatives to address school goals) 1. a. Students from the ES junior-level cross-cultural course assisted Newcomers School teachers in language instruction while completing a 72-hour internship. b. A Guilford College Americorps representative established the "student to student" tutoring program at the Newcomers School. c. GC psychology faculty and students participated in lunch sessions with the students and worked to partner with students from the school. 2. Two GC faculty members helped plan and implement this activity. 3. Two inservice programs were developed and presented with one workshop focusing on diversity and the other on differentiating instruction in the upper grades.</p>	<p>(Addressing the school goals) 1. a. ES faculty worked directly with the school principal in designing the internship program in order to best meet the needs of the school. The principal reported GC students were helpful in supporting his faculty and agreed to continue the partnership with five ES students per semester being placed at the school. b. & c. Other programs were redesigned to best meet the needs of the school. 2. Faculty worked with Newcomers' staff to develop the theatre program that was a success for the Newcomers' students who participated. 3. Faculty developed and presented the workshops during the fall of 2008.</p>

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

As previous descriptions have demonstrated, ES faculty is involved in numerous activities within public schools. All full-time and some part-time program faculty routinely provide professional development presentations and workshops, model lessons, tutor, and work with beginning and career teachers in various capacities. In addition, faculty members from other departments at Guilford College are involved with public schools. Faculty members from several departments at Guilford continued to tutor and read stories in local elementary schools. The science faculty supported public education with such contributions as: supervision of college students who volunteer in public school; continued work with The Science Olympiad; providing assistance to teachers with science experiments; attendance at career days; providing information resources for science teachers; lending science equipment; judging science fairs for local schools, and giving lectures on discipline-specific topics, e.g. principles of forensic biology. One of the science professors also worked with the technology club at Archdale-Trinity Middle School. Another science professor taught “character education” lessons, using puppets, to first grade students at Jefferson Elementary each month. An art professor worked with a number of local schools to coordinate “Fundreds,” an art project what raises money for lead removal in New Orleans. A business professor worked as a weekly volunteer, spoke on Career Day, and chaperoned several field trips at Whitaker Elementary in Forsyth County. History professors presented workshops in Guilford County Schools in conjunction with a Teaching American History Grant, called “Building Bridges.” In addition they helped work with high school social studies teachers in preparing the Northwest “We the People” team for competition. A mathematics faculty member offers a course for high school students in SAT preparation. A sports studies faculty member worked with Kernodle Middle School to help the physical education staff redesign their student assessment model. A psychology professor works one day a week at Lindley Elementary on curriculum projects in collaboration with fifth grade teachers. Another psychology professor and her students were engaged in on-going lunchtime dialogue with teens at Guilford County Schools Newcomer’s school. Finally, many faculty members were involved in the traditional activities as volunteers and parents: serving on PTAs, School Boards, School Leadership Teams, and School Improvement Committees.

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

Each year, ES faculty members encourage graduates to return for conversation about their experiences as public school teachers. These meetings provide graduates an opportunity to network with each other, sharing knowledge and ideas about how to adjust to their new roles as professional educators. These reunions include graduates who are involved in their first three years of teaching. We provide on-going dialogue via e-mail with novice teachers who can not attend. Furthermore, recent graduates often serve as guest lecturers in ES advanced curriculum and address candidates’ relevant concerns. The ES Department convened its annual gathering of all ES/TEP alumni on Homecoming weekend at the college. This annual gathering provides opportunities to share and reflect upon experiences and topics of current interest. Alumni open the gathering for discussions with current students and ES faculty facilitate. Emphasis is placed on commitment to support teachers as they assume leadership roles in their schools and communities. The spring 2009 elementary student teachers formed an organization, Guilford College Student Teacher Association, and created a scholarship fund for future ES student teachers. ES faculty continues to visit and team teach with graduates in their first classrooms, maintain contact via phone and email, and provide informal support and professional contact via periodic face-to-face conversations. Survey data from alumni that highlights the relevancy and impact of the ES/TEP program on their current teaching, is collected and analyzed to provide input for program revision. ES faculty arranges a Project Wild Workshop for all area teachers in Guilford and surrounding counties each semester. These workshops permit inservice teachers to obtain CEU’s for participation. The College is continually updating an ES student directory, a resource that helps students with job placement and the ES department in keeping contact with alumni. In 2008-2009, ES faculty worked with 15 alumni Level 1 teachers providing help with lesson plan development, content knowledge and pedagogy, class projects, and discipline strategies. One ES faculty member is a founding member and active participant of the Guilford County Teacher Education Alliance, an organization which strives to provide new (and all) teachers with avenues for support and professional development. Another ES faculty member worked with the Curriculum Facilitator at Guilford Elementary, one of Guilford Colleges partnership schools, to provide monthly support group meetings for first year teachers.

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

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

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

In addition to providing mentoring, field placements, career teachers assist us in the placement of undergraduates for clinical assignments early in the program. The ES Department's support of career teachers provides a means of "giving back" to individuals and groups who assist in providing current students with opportunities to experience and analyze the relationship between theory and practice. In fortifying relationships with partner schools, activities to help meet the needs of career teachers are provided. In listening to career teachers ES faculty develop programs to specifically address expressed needs. For example, Guilford College partners with Grimsley High School in a small grant that included a tutoring program in English. ES faculty continue to work closely with Early College Public School faculty and administration (a public school for precocious youth located at the college) in curriculum development, examination of pedagogical content knowledge, and supervision of ES students in the Early College classrooms via internships. Public school teachers and principals participate in the Guilford College ES Committee to provide input regarding public school needs and collaborate with ES in planning and developing programs that are relevant to the public school classroom.

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

The policy of the ES Program is to place interns and student teachers in schools where they will gain experience and skills in racially, economically and culturally diverse settings. As a result, ES candidates have numerous opportunities to assist children and teachers in highly impacted schools. This preparation prepares and motivates ES candidates to seek employment in low-performing, highly impacted schools. Candidates are encouraged to assist in after-school tutoring and summer school programs. For example, two recent graduates worked as after-school tutors at a Title I school throughout their student teaching semester, and one fall 2008 student teacher was hired as a full-time tutor for Guilford Elementary in the spring of 2009. Another spring 2009 graduate is working with a Head Start program during the summer of 2009. ES candidates are encouraged to take on leadership roles organizing programs and projects to assist children who are at-risk of failing end-of-grade and end-of-course tests. As such, Guilford's Internship and Service learning center supervises the student-run "Project Community". The Project organizes students to tutor public school students at several community sites. Students continue to provide tutoring at the Montagnard Dega Association and Lutheran Family Services. ES students are once again in charge of coordinating other student tutors five nights a week at the Pathways Program for homeless families. This tradition is due to the diligence and passion of ES majors. ES students continue to conduct an ESOL adult and family tutorial program in conjunction with the Glenwood Library. Critical to the ES Program and as preparation for teaching in diverse schools is a residential cross-cultural field

study (abroad and here in the States). Candidates work with some of most underserved citizens in such sites as Guadalajara, London, Cape Coast (Ghana), Brunnenberg (Italy), Beijing, inner city youth in New York, and a Crowe Reservation in Montana. Guilford students are urged to develop awareness of educational and cultural bias and the need for competency in serving the needs of all learners. ES graduates consistently comment on how important these experiences were in learning how to be responsive to their students when they return to NC to teach. Currently, opportunities to study and serve in Aquadilla, Puerto Rico are being developed. ES faculty has developed an internship program with the Newcomers School, a Guilford County magnet school designed for students in grades five through 12 who have recently arrived in the U.S. and are considered novices on the North Carolina language test. ES junior level students are able to work closely with students in the classrooms with language instruction. ES faculty met with the coordinator of Latino Community Programs to create better program and college support for bilingual/bicultural pre-service teachers. We worked with high school counselors and community agencies to promote teacher education to Latino students. Several internships in classes throughout the college worked with ESOL teachers in local public schools.

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

One faculty is a member of the SBE's ad hoc committee for 21st Century Teacher Education standards. She has served on the committee for three years. In that capacity she also serves as liaison between the SBE and ES to help insure that ES is continually reviewing its programs to meet SBE priorities for leadership, cultural competency, content mastery, reflective practice, and the facilitation of learning for all students. This faculty member has served as the Chair of campus-wide Education Studies Committee and has helped guide all departments in revising and developing our educational programs to be submitted in July 2009. The revisioning efforts have aided faculty, working with Guilford College certification programs, in the alignment of all programs with new State and 21st Century standards.

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

Successful reaccreditation by both NCDPI and NCATE during our recent focused-visit, Spring, 2006. Continued program evaluation and revisions have been conducted to improve and align the program with State and NCATE standards.

Supplemental Information (Optional)

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

ES Program faculty continues to carefully advise students on the required test-taking procedures and overall scheduling process for the PRAXIS. Guilford students have consistently done well on the state required Praxis tests. In two ES courses time is provided for Praxis preparation and a copy of preparation materials is on reserve in the Guilford College library and in faculty offices. These materials are based on questions from past Praxis tests obtained from Educational Testing Service. Students who have learning differences or need assistance with specific skills such as grammar, spelling, or math are given support by the Learning Commons (LC) on campus. The Department also has, on reserve, PRAXIS study guides for students. PRAXIS help sessions are provided for students to answer any general questions and to help students sign up for the exam. One faculty member has recently been appointed to be the "PRAXIS Point Person" for student inquiries and has also identified and assisted students in enrolling in PRAXIS workshops offered at local Colleges and Universities. That same faculty member provided mini-Praxis II reviews at the end of each student teacher seminar session, distributed study materials to student teachers, and conducted half-day study sessions on Saturdays and Sundays during the fall 2008 and spring 2009 semesters. As part of the weekend sessions, recent graduates, who had successfully completed Praxis II, offered tips to the student teachers on studying and test taking strategies.

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

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

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

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

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

ES tenure-track faculty welcomed and supported a visiting professor, and two part-time professors for the 2008-2009 academic year. One tenure-track faculty member was on sabbatical leave throughout the entire 2008-2009 academic year. There has been continued support and development of collaborative relationships with Guilford Elementary, Erwin Montessori, Summerfield Elementary School, Newcomers School, and Western and Grimsley Senior High Schools. Along with UNC-Greensboro, collaborative efforts have been initiated in writing for publication in practitioner - and research-based journals. Finally, initiatives of the Guilford Teacher Education Alliance, has positioned Guilford College to more readily advocate for its candidates and students in the public schools.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	22
	Other	0	Other	1
	Total	7	Total	26
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	0	Total	15
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0

	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1183
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.32
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)	0	0	0	0
Elementary (K-6)	3	6	4	4
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	4	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	3	10	4	4
Comment or Explanation				

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

2007 - 2008 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	22	100
English	.	N/A
Social Studies (9-12)	.	N/A
Institution Summary	22	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	8	6	5	2	0	0
U Licensure Only	0	0	0	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	0	0	0	0	0	0
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	25	92	72
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	125
Forsyth County Schools	41
Rockingham County Schools	33
Randolph County Schools	28
Alamance-Burlington Schools	20
Wake County Schools	14
Davidson County Schools	12
Durham Public Schools	9
Charlotte-Mecklenburg Schools	8
Chatham County Schools	7

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

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
4	3	0