

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

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## **Overview of the Institution**

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women. Formerly The Woman's College, one of the three original institutions of The Consolidated University of North Carolina, it has been highly regarded for 118 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 17,407 students in 2008-09, 78.6% were undergraduates and 21.4% were graduate students, 67% of undergraduates were female and 33% male, and 8% of undergraduates and 16% of graduate students were from out-of-state. The ethnic minority enrollment was 28%, including 22% African American undergraduate students and 15% African American graduate students. Approximately 67% of degree-seeking undergraduate students received financial aid. The UNCG faculty is committed to excellence in teaching, research, and public service; 80.7% of the 796 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 5000 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 64th on the U.S. News and World Report of the top 100 schools of education, the Counselor Education program was ranked 6th in the nation, and Library and Information Studies ranked 29th. 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 205 students. The SOE hosts several affiliated programs including the Piedmont Triad Education Consortium, the Center for Educational Studies and Development, NC Principal Fellows Program, 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; dance, 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, educational leadership and middle grades, secondary and second language licensure. UNCG is accredited by the National Council for Accreditation of Teacher Education. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, Council for Exceptional Children, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, and Council for the Accreditation of Counseling and Related Educational Programs.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Guilford County Partnership: The School of Education and Guilford County Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will produce globally competitive students.</li> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> <li>• Leadership will guide innovation in North Carolina public schools.</li> </ul>	<p>The GCS-UNCG Partnership is designed to bring the expertise and resources of the school district and university together in a collaborative effort to improve the education of all students and the preparation of 21st century educational leaders, including teachers, administrators, and support personnel. The Partnership works toward simultaneous renewal and program improvement in the following areas: 1. Teacher education preparation 2. PK-12 student achievement 3. Research/knowledge development 4. Professional development for both the university and school district 5. Recruitment and retention of teachers and administrators. Activities include: 1. Monthly meetings of the Steering Committee were held. 2. The second year of the NC QUEST grant, Teachers Teaching Teachers 2008-2009, was completed. It was the goal of TTT to develop learning communities</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Teachers participated in professional development opportunities designed for Teachers Teaching Teachers.</li> <li>3. Through participation in POST, science teachers improved their content knowledge and instructional practice. Teachers continued to take courses designed for this program. The project will be completed in summer 2009, at which time assessment data will be collected and analyzed.</li> <li>4. School and university faculty continued to collaborate about professional development and</li> </ol>

	<p>among sciences teachers at Smith High School. UNCG faculty and Smith teachers participated in professional development in high school science content during monthly meetings and worked in a lesson study environment. They also instituted a tutoring program for students. The goal of the project was the improvement of 9-12 science learning. 3. The third year of the grant, Preparing Outstanding Science Teachers (POST) to improve science education in secondary schools was completed. Courses in physics, chemistry, biology, ecology and earth science were developed for GCS middle and high school teachers as a part of a professional development program, thereby increasing the science competencies of the teachers. UNCG participates as a subcontractor on the grant to Guilford County Schools. 4. Collaborative participation at Northern High School, the first GCS professional development school, continued in 2008-09. 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 planning of the school, holding professional development sessions, developing mission and belief statements and program plans; and meeting with community leaders and parents. After the school opening in January 2008, the partnership continued, with attention to continued professional development as well as candidate</p>	<p>candidate placements since the school opened in January 2008.</p>
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<p>Cumulative Effect Grant: Joint project the UNCG School of Education Department of Curriculum &amp; Instruction, the UNCG College of Arts &amp; Sciences, North Carolina Agricultural and Technical State University, and Guilford County Schools (Title I Schools), with additional funding from local foundations</p>	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> <li>• Leadership will guide innovation in North Carolina public schools.</li> </ul>	<p>Three math professors from UNCG and NCA&amp;T and three GCS math teachers conducted two-week summer workshops, followed by year-long bimonthly sessions to help teachers integrate technology in mathematics instruction and to apply ideas learned in the workshop to the classroom. Mentors worked with the teachers individually throughout the school year. The goal of the project is to improve the content knowledge and pedagogical strategies of high school mathematics teachers, with the ultimate the benefit of improving the mathematics knowledge and skills of high school students. The project focuses on high poverty and diverse high schools.</p>	<p>The goal of the Cumulative Effect grant is the improvement of high school mathematics teachers' content knowledge and pedagogical strategies. While the project has not had sufficient time to produce definitive outcome data, the results from the first two years are trending in a positive direction.</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> <li>• Leadership will guide innovation in North Carolina public schools.</li> </ul>	<p>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. In 2008-09, the Wachovia Network offered leadership and mentor training for 146 outstanding mentors from 11 school districts. Mentors participated in the SOE Summer Symposium for Future Ready Schools, during which they studied advanced coaching skills and leading professional development workshops. Many also participated in Critical Friends Groups training and a workshop about "Analyzing Student Work." University faculty and school district personnel met regularly to collaboratively identify induction programs, mentoring structures, and training tailored to the needs of individual school districts. The mentors worked closely with beginning teachers, including teachers with lateral entry licenses. In addition, the project supported the collaborative development of teaching cases and provided travel grants for faculty and public school teachers and administrators to attend the</p>	<p>Each participating district served on a regional advisory board for the mutual benefit of the university and the schools. School and university personnel planned induction programs that were appropriate to meet the needs of individual districts. Partnering districts reported that the program enhanced their support of beginning teachers and that they were enthusiastic about the opportunity to work closely with the university. On surveys evaluating their training experiences, participants consistently rated their satisfaction with the institutes better than 4 on a 5 point scale.</p>

		annual conference the New Teachers Center to present the teaching cases.	
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 and Buncombe County	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> </ul>	The goal of these partnerships is develop programs that are responsive to district needs and accessible to teachers and other school personnel 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 Beginning Teachers: The School of Education and Triad Regional School Districts	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> <li>• Leadership will guide innovation in North Carolina public schools.</li> </ul>	Workshops and institutes were developed collaboratively by UNCG faculty and public school teachers and administrators, and were responsive to public school needs in order to improve teacher and administrators' knowledge, skills and leadership, and, ultimately, improve B-12 achievement. 1. Among the professional development activities, the School of Education offered the Yopp Professional Development Summer Institute, a 2-day program for 80 recent UNCG graduates and other teachers. The institute focused on beginning teaching skills, including appropriate professional dispositions and effective communication with families and administrators. The SOE Summer Symposium for Future Ready Schools was the first annual conference in which a number of summer institutes were combined for greater accessibility to teachers and principals. The participating institutes focused on TESOL, differentiated instruction, administrators/leadership, and mentoring. 2. The Wachovia Mentoring Network identified outstanding mentors and provided	1. All workshops/institutes (Yopp Professional Development Summer Institute, the SOE Summer Symposium for Future Ready Schools, and Wachovia professional development workshops) were evaluated very positively by participants in terms of learning and accessibility. Participants expressed a desire to return for future activities. 2. The teachers reported that they learned from the mentors' support. Partnering districts reported that the program enhanced their support of beginning teachers and that they were enthusiastic about the opportunity to work closely with the university.

		<p>professional development in terms of mentoring and leadership skills. The 146 Wachovia mentors provided enhanced support for beginning teachers, including a number of lateral entry teachers who were participants in UNCG's NC TEACH program. For more information about the Wachovia Mentoring Network, see "UNCG/Wachovia Teacher Mentoring Network."</p>	
<p>Professional Development Schools for Teacher Preparation: The School of Education and Chatham County Schools, Guilford County Schools, Randolph County Schools, &amp; Winston-Salem/Forsyth County Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> <li>• Leadership will guide innovation in North Carolina public schools.</li> </ul>	<p>Elementary and Middle Grades undergraduate and graduate candidates completed pre-service and final internships in Professional Development Schools. The candidates had broad and intensive experiences in all aspects of teaching. Public school teachers and administrators were actively involved in pre-service training, professional development activities and school-based research, in collaboration with UNCG faculty. Overall, 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. Please see the "Guilford County Partnership," above, for information about Northern High School, a new secondary professional development school.</p>	<p>Candidates completed 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 received ratings of proficient or higher.</p>
<p>TESOL for All: The School of Education, Chatham County Schools and Asheboro City Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> </ul>	<p>The School of Education received a \$1.4 million five-year award to prepare in-service teachers, university faculty and teacher candidates to better serve the needs of English Language Learners (ELL). In 2007-08, the SOE provided 8 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. In 2008-09, the SOE provided eight professional development sessions to 22 university faculty members and completed the first two-year cycle</p>	<p>TESOL for All is responsible for increasing university and school faculties' information and skills in working with English Language Learners by providing research-verified instructional strategies and cultural information. By the end of spring 2009, 20 university instructors had successfully completed 16 sessions of professional development and 10 course syllabi were revised based on new teaching and TESOL standards. Twenty elementary education candidates participated in the sessions and</p>

		of this professional development initiative. They also provided 8 professional development sessions to all faculty, interns and student teachers at Siler City Elementary School in Chatham County; and 3 professional development sessions to ESL teachers in Asheboro City Schools. In addition, the project supported the Heritage Language Program, curriculum development, and other ESL professional development efforts at the schools.	were prepared to take ESL Praxis II in summer 2009. Additional data about the project's effectiveness will be analyzed in summer 2009.
Art for Newcomers: The Department of Art & Guilford County Schools Newcomer School	<ul style="list-style-type: none"> <li>• NC public schools will produce globally competitive students.</li> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	The UNCG Art Education Program has created a partnership with the Guilford County Newcomers School for new immigrants and refugees. Art Education students planned quality multicultural art lessons and delivered them to 5th through 12th graders in fall 2008. Art Education candidates demonstrated leadership and innovation by studying cultures, ethnicities, learning differences and disabilities, and by planning art projects according to the ability levels, backgrounds and language needs of the students. Students, in turn, had the opportunity to learn about art in collaborative, interactive settings. Globally oriented, each project was related to the various cultures represented in the classroom. The students and candidates prepared an exhibition of the students' artwork for the end of the term.	The students (English language learners, some of whom had disabilities) who attended the art classes received state of the art instruction, materials, and techniques for creating artwork. Each lesson adhered to NCSCOS for the Visual Arts.
Positive Behavior Support Leadership Committee: The School of Education Department of Specialized Education Services & schools statewide	<ul style="list-style-type: none"> <li>• NC public schools will produce globally competitive students.</li> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	Faculty in the Department of Specialized Education Services provided leadership in the implementation of Positive Behavior Support in more than 500 schools in North Carolina.	Faculty provided leadership in implementation of PBS practices state wide.

<p>Inclusive Practice: The School of Education Department of Specialized Education Services &amp; Charlotte/Mecklenburg Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> <li>• Leadership will guide innovation in North Carolina public schools.</li> </ul>	<p>A faculty member in the Department of Specialized Education Services worked with all pre-kindergarten classes, as well as More at Four programs, to foster inclusive practices for children with disabilities.</p>	<p>The partnership resulted in increased inclusive services for students with disabilities.</p>
<p>Inclusive Practice: The School of Education Department of Specialized Education Services &amp; Charlotte/Mecklenburg Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will produce globally competitive students.</li> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> <li>• Leadership will guide innovation in North Carolina public schools.</li> </ul>	<p>A team was trained in each school in the district to foster inclusive practices. Follow-up support is being provided.</p>	<p>The training resulted in an increase in the amount of time students with disabilities were in approved education settings, with a related decrease in the number of separate special education/resource classrooms.</p>
<p>Partnership for Students with Hearing Impairments: The School of Education Department of Specialized Education Services &amp; Guilford County Schools (Lindley Elementary, Wiley Elementary, Page High, Northeast Guilford Middle, Northeast Guilford High, Smith High, Monticello-Brown Summit Elementary Schools), Durham City Schools (NC High School of the Arts), Winston-Salem/Forsyth County Schools (Cash Elementary, Wiley Middle Schools), Davidson County Schools (Wallburg Elementary School), and Randolph County (John Lawrence Elementary, Uwharrie Middle, Northeastern Randolph Middle School)</p>	<ul style="list-style-type: none"> <li>• NC public schools will produce globally competitive students.</li> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	<p>The K-12 Education of the Deaf and Hearing Impaired(HI)and Auditory-Oral /Birth-Kindergarten (AO/BK) programs established formal partnerships with teachers of deaf and hard of hearing students at five Guilford County schools. Each partnership is led by a Partners' Advisory Committee that meets on a yearly basis. Members are apprised of curriculum and program changes, Department of Public Instruction changes in teacher licensure regulations, and program updates regarding funding and faculty research. At each meeting partners engage in a focus group conversation during which they offer their perspectives concerning needed revisions in licensure program coursework and field experiences.</p>	<p>The K-12 HI and AO/BK programs revised their programs in alignment with new state standards. The new programs will be submitted to the State Department of Instruction for approval in summer 2009 and will be reviewed by university curriculum committees in 2009-2010. It is anticipated that these revised programs will be in place for the fall 2010 semester and that the advisory committees will continue to provide guidance.</p>

<p>Social Work Training Grant: The School of Human Environmental Sciences Department of Social Work &amp; Winston-Salem/Forsyth County Schools (Mineral Springs Elementary &amp; Middle, Meadowlark Elementary and Middle, Ashley Elementary, North Forsyth High, Winston-Salem Preparatory Middle/High Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will produce globally competitive students.</li> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	<p>School Social Work faculty are engaged in a collaborative research/training grant with KB Reynolds through which they train School Social Workers to conduct groups using an evidence-based model to address a wide range of problems among at-risk students. School staff are trained and consult with university faculty throughout their eight-week groups and these faculty members then collect data using both qualitative and quantitative methods.</p>	<p>Data are being collected using the Achenbach Youth Self Report Form, the Teacher's Form, and School Social Behavior Scales. All three instruments have had good levels of reliability and validity established on them. Focus groups are also being conducted by the faculty researcher at the last session of each group involved in this study. It is hoped that this research design will identify the positive treatment outcomes of the treatment approach.</p>
<p>Guilford School Readiness Collaborative: The School of Human Environmental Sciences Department of Human Development and Family Studies, the UNCG Center for Youth, Family and Community Partnerships, the UNCG's Center for New North Carolinians, Guilford Technical Community College; North Carolina State Agricultural and Technical University, High Point University, Guilford County Schools Guilford Child Development, Guilford Partnership for Children, Guilford Education Alliance, United Way of Greater Greensboro and High Point, and Greensboro College</p>	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	<p>Since its inception in 2004, Guilford School Readiness Collaborative works to improve the quality of early education services for preschool children at risk for school failure and to develop professional development training and technical assistance based on evidence-based practice that supports improved classroom quality.</p>	<p>The SRC has identified and trained 16 teachers and coaches as mentors to implement the CLASS as a professional development model to improve teacher-child interactions focused on the domains of emotional support, instructional support and classroom management (see STEP). The SRC has also brought nearly \$2 million in grants to SRC partners and implemented major innovations in improving classroom quality.</p>

<p>Health Literacy and Adult ESOL Students: The School of Education and Guilford County Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	<p>Health Literacy and Adult ESOL Students is a collaborative effort to include health literacy teaching in adult ESOL classes that are provided by GCS. The Center for Youth, Family and Community Partnerships created a 12 week health literacy curriculum for adult ESOL students in the GCS program. The curriculum focused on child and family health issues, in addition to accessing and using the health care system in the US. CYFCP trained teachers from GCS on health literacy and the curriculum.</p>	<p>The program was implemented in 5 adult classrooms, impacting 130 students.</p>
<p>STEP: Supporting Transformation through Evidence-Based Practice: The School of Human Environmental Sciences Department of Human Development and Family Relations &amp; Guilford County Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	<p>STEP was designed to provide evaluation, professional development, training and technical assistance to schools, early education programs, and community agencies to enhance evidence-based practice (CLASS: Classroom Assessment Scoring System). Specifically, the program goals are to improve classroom quality, teacher-child interactions, mentoring, and reflective supervision.</p>	<p>The STEP program, as an activity of the School Readiness Collaborative (see SRC) identified and trained 16 teachers and More at Four coaches as mentors to implement the CLASS as a professional development model to improve classroom quality. Teachers were trained in reflective supervision skills to enhance mentoring relationships.</p>
<p>Bringing Out the Best: The School of Human Environmental Sciences &amp; Guilford County Schools</p>	<ul style="list-style-type: none"> <li>• NC public schools will produce globally competitive students.</li> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	<p>“Bringing out the Best” offered workshops and on-site behavioral consultation to the 17 Centers/Preschools offering More at Four programming in Guilford County.</p>	<p>Teachers, identified by the Pre-K Department, had the opportunity to improve their work with pre-school children.</p>
<p>Building Inclusive Learning Communities: The School of Education Department of Specialized Education Services &amp; Guilford County Schools (Kiser Middle School)</p>	<ul style="list-style-type: none"> <li>• NC public schools will produce globally competitive students.</li> <li>• NC public schools will be led by 21st century professionals.</li> <li>• NC public school students will be healthy &amp; responsible.</li> </ul>	<p>Building Inclusive Learning Communities is an initiative instituted to provide staff development and in-class support to teachers at Kiser Middle School. UNCG SES faculty offered two-day summer institutes, in-service professional development, as well as observations of teachers in their classrooms and follow up consultations.</p>	<p>Teachers improved their inclusive practice. Data will be collected.</p>

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

The School of Education and individual departments provided a wide variety of services to Triad Regional public schools. Elementary education faculty offered professional development at six schools in which candidates had early internships, while their candidates spent approximately 520 hours of tutoring “high risk” 3rd through 5th graders. Faculty in the Department of Specialized Education Services (SES) offered training in Response to Intervention (RTI) and Positive Behavior Support district-wide in five counties, as well as to 45 individual schools. They evaluated the implementation of RTI, consulted with two school districts regarding student concerns, and provided support in the use of American Sign Language. Secondary education programs, along with faculty from the Departments of SES and Educational Leadership/Cultural Foundations, continued to work with school personnel in the implementation of the first GCS professional development high school. The Birth-Kindergarten program offered workshops in inclusive practices to all pre-kindergarten centers and schools in Charlotte-Mecklenburg School District. They also served on the Curriculum and Screening Committees for the More at Four preschool program. Dance Education faculty offered master’s classes, workshops and performances at six schools. Their candidates mentored high school dance students and served as reading tutors at a local elementary school. The Physical Education program continued its 14-year value-imbedded sport programs (Project Effort and the Youth Leadership Corp) for students at three high schools, a middle school and a Title I elementary school. The Department of Music Education facilitated a collaborative string program with the Greensboro Symphony and Peck Elementary School. Music faculty also served as guest conductors for five county-wide and regional orchestras and choruses and adjudicated three high school marching band festivals. Faculty and candidates in the Theatre Department taught experiential workshops, directed and designed costumes and lighting at area high schools; and hosted performances for elementary school students, Super Saturday for 500 teachers and students, and Playworks Center Stage on behalf of the North Carolina Theatre Arts Educators. The Center for Educational Studies and Development hosted the Children's Festival and Health Celebration for 1200 children and the Piedmont Young Writers' Conference for 334 3rd through 8th graders from six school districts. The Director of the Teaching Resources Center taught grant-writing skills at Triad Regional and DPI-sponsored teacher workshops, served on the GCS Best Books Committee, co-moderated Battle of the Books competitions, co-presented (with SES faculty) two “Understanding dis(Abilities)” workshops for 200 elementary school faculty and students, and assisted the WSFCS Program Manager for Library/Media Services as she prepared an “Improving Literacy through School Libraries” grant. The Piedmont Triad Education Consortium, housed at UNCG, presented workshops on leadership, literacy, math, and science instruction, differentiated instruction and mentoring to 17,702 teachers and other school personnel in 15 school districts.

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

Created in the spring of 2006 through a three-year award from the Wachovia Corporation, the Teacher Mentoring Network was established to recruit, prepare and support outstanding mentors 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 experienced teachers, and increase student achievement in the classrooms of novice teachers. To these ends, the Wachovia network has been involved in 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 2008-09, the project offered several mentoring institutes and a leadership institute as part of the School of Education Summer Symposium for Future Ready Schools. Two hundred seventy-one teachers and administrators, along with UNCG faculty, attended the symposium. In addition, the Network supported the collaborative development of mentoring teaching cases and provided travel grants for faculty and public school teachers and administrators to attend the annual conference of the New Teachers Center to present the teaching cases. The School of Education also presented the 8th annual Yopp Professional Development Summer Institute for 80 recent UNCG graduates and other beginning teachers. The institute focused on teaching skills, appropriate professional dispositions and effective communication with families and administrators. Faculty in the Department of Specialized Education Services in SPED: General Curriculum and Birth-Kindergarten provided workshops for more than 100 beginning teachers on mentoring and other topics of interest to beginning teachers. The Department of Curriculum and Instruction offered workshops on reading comprehension instruction, while English faculty engaged in monthly meetings with a teacher research group. The Theatre Department offered a Summer Institute for Theatre

Education, attended by beginning teachers. Activities noted in sections D and E provided support and professional development opportunities for beginning teachers as well.

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

The School of Education NC TEACH alternative licensure advisors and coordinator met with Piedmont Triad administrators and lateral entry teachers to provide information about UNCG licensure programs. They offered five information sessions to recruit lateral entry candidates, attended district meetings for beginning teachers, and provided information and guidance in response to inquiries. Once candidates applied to an alternative licensure program, NC TEACH advisors worked with faculty in 16 subject areas (French and Spanish; art and dance; physical education; birth-kindergarten; education of the deaf and hard of hearing; and middle grades language arts, mathematics, science and social studies; and secondary English, Latin, mathematics, science and social studies). Together, they reviewed applicants' credentials, developed individualized programs of study, and provided support for clinical experiences. In summer 2008, more than 60 new and first year lateral entry teachers enrolled in the Ninth Annual NC TEACH Summer Institute. Candidates continued to take coursework in the fall and spring, with most becoming eligible for licensure within one year. In fall 2008 and spring 2009, 91 additional students were admitted to begin their coursework. NC TEACH mentors and field supervisors observed candidates in their classrooms and provided ongoing support, guidance and evaluation. The advisors also advised more than 250 potential applicants; continued to support teachers from earlier cohorts, providing guidance as needed; and provided information for Regional Alternative Licensure Center candidates. In fall 2007, NC TEACH received approval to move its middle grades, high school and foreign language 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 began with the 2008 summer institute, with the first 11 post-baccalaureate candidates receiving their certificates the following spring. The Department of Specialized Education Services (SES) offers a similar post-baccalaureate program, which transitions seamlessly into an M.Ed. program. Thirty-five candidates enrolled in 2008-09. SES manages also multi-year awards of \$2,400,000 for support of candidates 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.

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

Faculty offered many professional development opportunities, along with other support for career teachers. Three SOE departments facilitated master's level cohorts that were developed in collaboration with local school districts. The Department of Specialized Education Services (SES) provided workshops on mentoring for educational interpreters and inclusive practices for Guilford County (GCS) and Charlotte/Mecklenburg Schools, as well as Positive Behavioral Support for 500 schools across North Carolina. The Department of Curriculum and Instruction (CUI) provided professional development in mathematics instruction and other subjects to approximately 170 elementary teachers in three districts, while foreign language faculty presented workshops to GCS teachers on second language acquisition and "Teaching Foreign Languages to Learning Disabled Students." The Department of Theatre invited teachers to participate in Super Saturday workshops, Educators' Evening (an interactive program for 50 classroom teachers), and the Summer Institute for Theatre Education. Other faculty presented workshops on a variety of topics such as "What to Do When Your Child is Sick," plagiarism, using puppetry in teaching of biology, creating a community of writers, music literacy, and art education. Fifteen teachers participated in grant writing workshops offered by the Teaching Resources Center, while others improved their knowledge and skills related to science and mathematics instruction, English as a Second Language, and inclusive practice, with support from grants such as NC QUEST, Cumulative Math, and TESOL for All. The Director of the Teaching Resources Center co-presented (with SES faculty), "Understanding dis(Abilities)" workshops for 200 elementary school faculty and students. She also served on a Chatham County/Guilford County committee that planned the visit of author Carmen Deedy for 400 fourth grade teachers and students predominately from Title I schools. One hundred teachers from five school districts attended the 21st Century Skills Conference that focused on global awareness and financial, economic, entrepreneurial, civic and health literacies. The conference was planned by the School of Education, the Bryan Business School, the College of Arts and Sciences, and the Center for Youth and Family Partnerships, and was co-sponsored by the North Carolina Department of Public Instruction and Reynolds American. The Reynolds American, Wachovia Foundation and USTEP awards also supported the registration of teachers for the SOE

Summer Symposium for Future Ready Schools and National Board Renewal Certification Workshops, and provided 39 travel grants for faculty, candidates and public school personnel to attend the annual conferences of the North Carolina Association of Colleges for Teacher Education, the Holmes Partnership, The New Teacher Center, National Commission on Teaching and America's Future, North Carolina Education Technology Conference, Professional Development Schools and the American Association of Colleges for Teacher Education. Finally, the Piedmont Triad Education Consortium, housed at UNCG, presented workshops and services to 17,702 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. Twenty-four of the 67 elementary schools and one of the 17 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 high needs schools. Partnerships at these schools included faculty and school personnel collaboration on professional development, school improvement, and internship/student teaching experiences. Off-campus doctoral cohort programs in educational leadership in Alamance/Burlington School System (ABSS) and Guilford County Schools and three master's level principals' programs in Guilford and ABSS are preparing educators for administrative positions in high poverty schools. A key focus of these programs is preparing administrators to work with teachers to facilitate student retention and achievement. Professional development, described above, provides support, as well. Partnerships and grants provide support in areas such as mathematics and science instruction and inclusive practice. The Department of Specialized Education Services manages several grants that support instruction and recruit candidates for teacher licensure, many in low performing/highly impacted schools. In addition, 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.**

\*Globally competitive students/21st century professionals: In order to ensure that candidates are able to support the education of globally competent students, all licensure programs are now "re-visioning" their licensure programs in alignment with the new state standards for teachers and school executives. A major emphasis of the new programs will be preparation of P-12 students for 21st century realities. Recognizing the importance of technology, online versions of three major core education courses were developed; additional online courses are proposed. Twenty-first century students and schools were also the focus of both the first SOE Summer Symposium for Future Ready Schools and the 21st Century Skills Conference for school and university faculty. In addition, UNCG is a member of the Carnegie Foundation's Teachers for a New Era Learning Network, a venue for reform of teacher education. \*Healthy & responsible students: In response to community needs for learning about healthy practice, the SOE offered the Children's Festival and Health Celebration for 1200 students and families. Teaching Fellows, Kappa Delta Pi honor society, and members of other student organizations volunteered for this and other community service projects. Also meeting goals for healthy and responsible students, candidates in teacher preparation programs studied the health and social needs of P-12 students. \*Leadership: The SOE continued to collaborate with local schools to develop projects focused on professional development and innovative approaches to student achievement. These included Preparing Outstanding Science Teachers (POST), Cumulative Effect for improvement of mathematics instruction, TESOL for All and the NC QUEST grant to promote inquiry learning in science, as well as extensive professional development in inclusive practice. \*21st century systems: Again, in response to new State standards, all licensure programs reviewed their programs and participated in Data Days to analyze student performance and make data-driven decisions about program changes. In preparation for the newly revised teacher education programs, the Candidate Dispositions Assessment Process and the Teacher Growth and Assessment for Pre-service (Clinical Performance) were revised. A student work sample portfolio and accompanying rubrics were developed in alignment with new State assessment requirements. All of these assessment tools were piloted by the alternative licensure program, NC TEACH, as well as several departments. The SOE offered orientations for candidates and NC TEACH mentors to ensure their understanding of teacher preparation procedures and expectations, while individual programs provided orientation for cooperating teachers. 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 and community representatives. Notably, the re-visioning of the teacher education and school administration programs resulted from collaboration among university and school personnel. Some 90 people attended three retreats and other meetings to develop plans for the revised programs. In addition, three regional advisory councils guided the collaborative work of the Wachovia Teacher Mentor Network project.

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

1) 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 three-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 Cumulative Math 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 career teachers, as well as the beginning teachers with whom they work. Focused cohorts also assisted in retention. The SOE offered four CUI and Media Coordinator M.Ed. cohorts, as well as five 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. The School of Education sponsored UNCG and school faculty member's trips to the annual meetings of the New Teacher Center and the American Association of College for Teacher Education, at which they both presented their ideas and gathered new, research-verified approaches to teacher preparation and PK-12 instruction. University and school faculty, charged with creating new professional preparation programs in line with the new State standards, worked as partners throughout 2008-09. At the same time, the Wachovia Teacher Mentoring Network's three regional advisory councils continued their collaborative identification of programs to support the work of mentors and induction of new teachers. 3) External funding is also essential to the work of professional preparation programs. As of April 30, the School of Education received \$10.7 in external funding (grants and contracts). A science educator in the Department of Curriculum and Instruction continued her study of students' development of a "science identity," supported by an Early Career Award from National Science Foundation. 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 is completing a \$40 million research project, funded by the United States Department of Education, to study K-12 interventions over a five year period. The unit continues its grant-supported research in High School Reform focusing on North Carolina's Early College High School model and a 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.**

From July 2008 through January 2009, 43 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. In February 2009, the Teaching Resources Center (TRC) discontinued the use of the PLATO PRAXIS software and began using Learning Express software, which is free to students and can be used offsite. The Center for Educational Studies and Development offered Praxis I workshops for 57 candidates and the TRC continued to make Praxis I and II study guides available to students.

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

In 2007-08, faculty and staff from the School of Education, the Office of Admissions, the Office of Financial Aid and other departments developed and began to implement a comprehensive teacher recruitment plan to address the shortage of teachers in North Carolina. Twenty-two action plans were identified, among them hiring a second advisor for alternative licensure programs and an advisor for high school licensure candidates; hiring a Master Teacher in Residence whose primary responsibilities would be recruitment of students into teaching; improved tracking of high school students, undergraduate applicants and freshmen who express interest in education; improved dissemination of information about financial aid; development of a new university course for freshmen/pre-education majors; developing Teacher Education Connections to network with potential education students; and the creation of additional publicity materials. The SOE participated in graduate recruitment fairs, including the Institute for the Recruitment of Teachers for minority students. Six applicants were recruited for the Teacher Assistant Scholarship Program, a GCS/UNCG program that supports teacher assistants who seek a bachelor's degree in elementary education. Teaching Fellows held a Recruitment Day in January to help Teaching Fellow finalists with interviewing skills. The NC TEACH alternative licensure advisors offered five information sessions for lateral entry teachers, attended district meetings for beginning teachers, distributed promotional literature and advised students. The UNCG Transfer Advisor worked with advisors at eight community colleges to provide information and build interest in teaching careers. She made 19 visits to Guilford Technical Community College (GTCC) to meet with students and, as part of a two-tiered approach, the UNCG Undergraduate Admissions Advisor made seven recruitment visits. As of May 6, 2008, 125 prospective teacher education transfer students completed data forms and 62 were admitted. The Director of Recruitment, Retention and Professional Development visited 94 high schools in Piedmont Triad and other counties and worked with Teacher Cadets in 13 high schools. She hosted some 300 high school students at Senior Day, the education talk "Be Inspired! A Teachers' Story, Teaching Career Day, and UNCG First Look programs in Wilmington and Asheville. She distributed printed materials, as well, to 480 high schools. Individual departments were also actively involved in recruitment. For example, 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. Dance and foreign language educators hosted about 165 high schools students. The Art Department and Birth-Kindergarten programs distributed information about their programs. And, as mentioned earlier, the SOE presented the Children's Festival and Health Celebration in fall 2008. Seventy-eight of the 168 UNCG student volunteers were considering, but not committed to, teacher education. The event served as one way for these students to explore their interest in working with children.

**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. As part of a comprehensive recruitment plan, the Council for Underrepresented Groups in Teacher Education was established and charged with active participation in recruitment efforts on campus as well as community colleges and high schools. Male and ethnic minority faculty and students participated in campus recruitment events, phone-a-thons, and video/audio interviews, and developed a "Careers in Education" presentation and booklet to promote the idea that the teaching profession requires a diverse teaching workforce. UNCG participated in the Institute for the Recruitment of Teachers' (IRT) annual minority recruitment event and supported two IRT scholars in 2008-09. Many departments had focused plans for the recruitment of minority students, as well. The Departments of Educational Research and Measurement, Library and Information Studies, and Specialized Education Services (SES) recruited minority students and women through professional organizations, recruitment fairs, contacts at universities and colleges (including Historically Black Universities), and networking. SES, in conjunction with US Department of Education awards, focused on diverse groups through Project RESTART, which recruits community college students and teaching assistants to become special education teachers; the undergraduate Auditory-Oral deaf education program; and the doctoral-level Project LEADS. Similarly, other recruitment activities, described in Sections I and J, supported the recruitment and retention of all students, including minority students. Retention of all students was also important. The Assistant Director for Teaching Fellows offered "Steps for Success," a program to identify Teaching Fellows who were experiencing academic difficulty and provided tools for academic success at UNCG. Praxis

workshops and practice software helped students meet eligibility requirements for teacher education. The SOE provided scholarships and graduate fellowships for qualified candidates whenever possible. LIS managed the ACE Minority Scholarship program funded by Institute of Museum and Library Services. Finally, international experiences were valued. 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 and communication among students from China, and students from 16 countries in Asia, Africa, Europe, South America and North America enrolled in SOE programs.

**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 third year with 146 mentors from 11 school districts. Teachers and central office personnel participated in professional development institutes and attended national conferences to learn about induction programs and improve their mentoring programs. The SOE partnered with other units on campus and area schools to provide professional development opportunities and help retain teachers, particularly in high need areas such as science and mathematics. This work was supported by an NC QUEST grant to support inquiry learning in science, POST (Preparing Outstanding Science Teachers), and the Cumulative Math for the improvement of math and science instruction. The Department of Curriculum and Instruction received a five-year grant for Teaching English as a Second Language. The SOE continued to offer an 18 semester hour sequence of NC TEACH courses designed for lateral entry teachers. The high school, middle grades and foreign language alternative licensure programs moved to the graduate level. The SOE continued its emphasis on program evaluation and improvement. Data from all licensure programs was collected using Candidate Dispositions Assessment Process and the Pre-service Teacher Growth and Assessment for Pre-service rubrics to evaluate candidate knowledge and skills, as well as program effectiveness. Both assessment instruments were revised in 2008-09 and new Teacher Portfolio requirements and rubrics were developed. All programs held Data Days to review student performance data and use that information to make program changes. Initial licensure programs developed new programs aligned with new State standards and responsive to the data they had collected.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	4
	Asian/Pacific Islander	3	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	75
	Hispanic	2	Hispanic	12
	White, Not Hispanic Origin	132	White, Not Hispanic Origin	577
	Other	3	Other	4
	<b>Total</b>	<b>151</b>	<b>Total</b>	<b>680</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	17
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	73
	Other	9	Other	3
	<b>Total</b>	<b>34</b>	<b>Total</b>	<b>100</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	9
	Other	0	Other	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>17</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	40
	Hispanic	1	Hispanic	8
	White, Not Hispanic Origin	49	White, Not Hispanic Origin	82
	Other	3	Other	9
	<b>Total</b>	<b>59</b>	<b>Total</b>	<b>142</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)	7	10
Elementary (K-6)	0	0
Middle Grades (6-9)	24	39
Secondary (9-12)	22	41
Special Subject Areas (K-12)	7	12
Exceptional Children (K-12)	6	16
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>66</b>	<b>118</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1197
MEAN SAT-Math	570
MEAN SAT-Verbal	572
MEAN ACT Composite	25
MEAN ACT-Math	NA
MEAN ACT-English	25
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.27
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)	9	6	0	16
Elementary (K-6)	150	3	0	0
Middle Grades (6-9)	14	1	0	11
Secondary (9-12)	39	7	2	19
Special Subject Areas (K-12)	55	8	0	3
Exceptional Children (K-12)	35	15	1	13
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	6	0	0	0
<b>Total</b>	<b>308</b>	<b>40</b>	<b>3</b>	<b>62</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
.		N/A
Art	.	N/A
Biology (9-12)	.	N/A
Birth thru Kindergarten	.	N/A
Elementary Education	123	99
English	.	N/A
French	.	N/A
MG-Lang Arts	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
MG-Social Studies	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Science (9-12)	.	N/A
Social Studies (9-12)	.	N/A
Spanish	.	N/A
Spanish (9-12)	.	N/A

Spec Ed: General Curriculum	31	100
Spec Ed: Hearing Impaired	.	N/A
Spec Ed: LD	1	*
Institution Summary	155	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	65	211	39	15	7	4
U Licensure Only	19	2	0	2	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	3	1	0	0	0
U Licensure Only	25	7	3	5	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	405	93	66
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 2007 - 2008**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford County Schools	1884
Forsyth County Schools	803
Randolph County Schools	498
Wake County Schools	384
Alamance-Burlington Schools	379
Rockingham County Schools	359
Charlotte-Mecklenburg Schools	341
Davidson County Schools	313
Durham Public Schools	143
Cumberland County Schools	131

**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>
82	46	126