

IHE Bachelor Performance Report

Greensboro College

2009 - 2010

Overview of the Institution

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

Special Characteristics

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

Enthusiastic, competent faculty members, informed caring advisors, and supportive and knowledgeable staff work together to provide students with quality programs in teacher education.

Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Guilford County Schools	To provide support for all teachers. To develop strategies to expand character development district-wide.	A faculty member has served on the Character Education Deployment Team since its inception July 1, 2009. Active participation in monthly meetings. The team was responsible for the following: 1- developed 3 keystones of CE along with a list of CE traits to emphasize. 2- development of system CE website 3-development of service learning and graduation honor 4-planned Character Development Week	Began July 1, 2009. Project is ongoing, but last meeting was held June 8, 2010.	Team consists of 33 people from GCS, community partners, and IHEs.	Create and implement a district-wide character development model. Started 3/2009. Completed 1/2010. Launch Fair Play - Athletic Character Program. Started 4/2009. Completed 2/2010. Create district-wide character development policy and procedures. Started 10/2009. Ongoing. Identify and build relationships with the community to implement specific service projects & promote character development. Started 10/2009. Ongoing. Develop and

		<p>5-planned Habitat for Humanity project 6-plan for curriculum infusion; ordering of materials</p>			<p>implement service learning / student services diplomas / awards. Started 11/2009. Ongoing. Develop and conduct audits on school wide character development practices. Started 11/2009. Completed 1/2010. Launch the Character Development Initiative. Started 11/2009. Completed 1/2010. Launch Character Development website. Started 11/2009. Completed 1/2010. Develop & adopt district calendar traits & a master calendar of the district-wide character traits monthly themes. Started 11/2009. Completed 4/2010. Establish a process for recognizing best practices in school safety and character development. Started</p>
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					1/2010. Ongoing. Develop and implement Character Development recognitions and awards program for schools, staff and students. Started 1/2010. Ongoing. Establish annual character development celebrations. Started 1/2010. Ongoing.
McIver Education Center	Increase teacher knowledge about best practices for students with autism. GCS sees a real need for more special educators to have knowledge of best practices for students with AU. They also see a need for a similar course for ALL teachers.	Development of at least one college course for pre-service and/or current teachers.	1/12/2010	Three. (Robin Drake – Lead AU Teacher for GCS, Robin Hernandez – Curriculum Facilitator at McIver, and GC faculty member)	Received input from public school partners on what they considered important to include in a course on Best Practices in AU for our revised graduate program, beginning in August of 2011. We have included this course in our proposal to be submitted to DPI summer of 2010.
Guilford County Schools	To help low performing schools and to assist principals		2009-2010 academic year	Worked with 30 teachers.	The faculty member was able to work with assigned teachers and help them improve

	with teachers who needed training.				their teaching skills.
Gibsonville Elementary School	To aid in student development.	Visited Gibsonville on a regular basis during spring semester. Tutored student and served as his lunch buddy.	January 2010 - May 2010	One	The student showed improvement in not only his academic skills (grades improved) but he also had fewer referrals to the principal's office.
Guilford County Schools	To help the system cut expenses in a tight budget year.	Provided meeting space for Guilford County School Central office staff.	September 22, 2009 February 9, 2010	Five	Guilford County Schools was able to save money in their budget by using our facilities instead of renting meeting space.
Grimsley High School, Northwest Middle School, High School Ahead Academy, Pleasant Garden Elementary School	To provide support for beginning teachers.	Panel presentation and discussion involving four graduates who are now fully licensed teachers or administrators: identified common problems facing new teachers.	April 14, 2010	35	Panel presented strategies for management, instruction and parent communications; informal survey of student teachers found they viewed panelists as credible and inspiring advocates for new teachers.
Bluford Elementary	To aid in student development.	Conducted fine motor and sequencing special event projects in a self-contained special education	October 2009 and December 2009	12 students; 3 GC volunteers for each of two sessions	12 students completed activities working on fine motor and sequencing goals. Three candidates participated during

		<p>classroom with GC candidates as volunteers. The purpose of the activities was to work on fine motor and sequencing skills. The classroom teacher and OT organized the activities and asked a GC faculty for volunteers to help execute the activities. Each student was paired with a teacher, specialist, or GC volunteer (i.e., candidates, professor).</p>			<p>each project. There were two sessions.</p>
<p>Johnson Street Elementary</p>	<p>To assist all teachers by providing strategies to use to involve parents in their child's education.</p>	<p>A faculty member worked with one teacher and provided monthly activities to involve parents as well as different avenues of communication. Also had discussions about how to build positive rapport with parents and the</p>	<p>Start spring 2009. Completed fall 2009.</p>	<p>One faculty member and one teacher</p>	<p>Successful dissemination of classroom parent involvement plan. Article describing the project will be published in TEACHING EXCEPTIONAL CHILDREN during summer of 2010.</p>

		benefits of such interactions.			
Guilford County Schools (Northern Middle, Alderman Elementary, Page High, Jefferson Elementary, Weaver Academy for the Performing Arts)	To reinforce student skills in literacy, science, and cultural diversity and to provide feedback to students on their work. To reinforce student work and provide feedback on Senior Honors Projects.	Judging School Wide Spelling Bee finals December 15, 2009 9:00am-11:00am Approximately 50 students Judging K-5 Science Projects January 14, 2010 9:00am-12:00 Approximately 100 student projects Judging Senior Honor Project Presentations February 4, 2010 5:30pm-7:30pm Six students Volunteered at Jefferson International Parade and Festivities 9:00am-10:00am Approximately 350 students Judging Senior Honor Project Presentations June 1, 2010 Project 6-8 students	Judging School Wide Spelling Bee finals: December 15, 2009 9:00am-11:00am. Approximately 50 students. Judging K-5 Science Projects: January 14, 2010 9:00am-12:00. Approximately 100 student projects. Judging Senior Honor Project Presentations: February 4, 2010 5:30pm-7:30pm. Six students. Volunteered at Jefferson International Parade and Festivities: March 24, 2010. 9:00am-10:00am. Approximately 350 students. Judging Senior Honor Project Presentations: June 1, 2010. Project 6-8	One faculty member was involved in the following. Judging School Wide Spelling Bee finals December 15, 2009 from 9:00am-11:00am. Approximately 50 students. Judging K-5 Science Projects January 14, 2010 from 9:00am-12:00. Approximately 100 student projects. Judging Senior Honor Project Presentations February 4, 2010 from 5:30pm-7:30pm. Six students. Judging Senior Honor Project Presentations June 1, 2010. Project 6-8 students. Two faculty members were involved in this: Volunteered at Jefferson International Parade and Festivities, March 24, 2010 from 9:00am-10:00am. Approximately 350 students participated.	Identification of proficient spellers and reinforcement to students incorrectly spelling words. Identification of outstanding Science project work with recommendations for improvement. Grading and providing written and oral recommendations for improvement of Senior Projects. Promoted students' understanding of importance of cultural diversity, including international communities.

			students.		
Rockingham County Schools	To assist in training of beginning and lateral entry teachers.	Presented a workshop on Parent Conferencing Skills to initially licensed teachers.	August 2009	One faculty. 60 teachers attended.	New teachers gained skills regarding effective parent/teacher conferencing.
Rockingham County Schools	Reinforcement of student skills in science.	Faculty member served as judge for system-wide science fair.	February 2010	1 faculty member, 20 teachers/administrators, 20 students, 10 parents	Collaboration with school personnel regarding science objectives. Identification of outstanding Science project work with recommendations for improvement.
Rockingham County Schools	To provide support and recognition of quality teaching by beginning, lateral entry, and career teachers.	Faculty member served as Teacher of the Year judge.	May 2010	1 faculty member, 25 teacher nominees, 5 administrators	Identification and recognition of excellent teaching. Collaboration with school system regarding excellence in teaching.
Irving Park Elementary	To support elementary school student performance in reading, writing, and science.	Eight college students in Spanish Phonetics conducted service learning to tutor elementary school students.	spring semester 2010	Eight college students, supervised by one faculty member, tutored various students in one elementary school class.	The college students wrote reflection papers to analyze activities and student outcomes.
Northern Middle School	To support all teachers and administration by	One faculty member proctored EOGs for three days.	Spring 2010	1 faculty member	One day proctoring was shared by 2 teachers, which

	assisting with End of Grade Testing.				indicates a need in this area.
57 NC public schools: Alamance Elementary, Andrews High, Ashbrook High, Athens Drive High, Brown Middle, Caldwell Early College, Cash Elementary, Cedar Ridge High, Central Davidson High, Concord Middle, East Davidson High, Elm City Middle, Fike High, Greensboro Middle College, Grimsley High, Harris Road Middle, Jamestown Middle, Kernersville Middle, Knightdale High, Ledford Middle, Ledford High, Ligon Middle, Lincoln Academy, McMichael High, Morehead High, Moss Street Elementary, North Stanley County High, NE Guilford High,	Exposure of public school students to the arts.	The theater department invited students from these schools to attend performances of productions. All listed attended.	2009-2010 academic year	Total attendance from school matinees this year has been 1280.	Performances were enjoyed by students. Public school students were able to see opportunities for college students to engage in the arts. Ideas for future career opportunities were planted!

NE Guilford Middle, Page High, Panther Creek High, Parkland High, Penn Griffin School for the Arts, Piedmont Middle, Piedmont IB Middle, Piney Grove Elementary, Pleasant Garden Elementary, Poplin Elementary, Providence High, Providence Grove High, Ragsdale High, Randleman High, Smith High, South Fork Elementary, SE Guilford High, Southern Alamance High, Southern Guilford High, Southern Guilford Middle, Union Pines High, Vinson B Ynum Elementary, Wake Forest- Rolesville High, Weaver Academy, Wells Elementary, West Forsyth High, West Davidson High, Western Guilford High, Wheatmore					
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High					
Gateway Education Center, McIver Education Center	To assist teachers already licensed in another area in obtaining the license in Special Education: Adapted Curriculum by providing materials and/or tutoring for the Praxis II in that area.	Provided study materials and/or tutoring for the Adapted Curriculum Praxis II. Also provided study materials to candidates from other IHEs for the same purpose.	Periodically during the 2009-2010 academic year.	provided materials to 6 candidates.	All 6 candidates passed the Praxis II for Adapted Curriculum.
Rugby Middle School (Hendersonville, NC), Rugby Central Office (Hendersonville, NC), Upward Elementary (Flat Rock, NC), Claxton Elementary, (Greensboro, NC), Siler City Elementary (Siler City, NC), Green Hope Elementary (Cary, NC), Wilson Middle School (Charlotte, NC), Myers Park	To assist teachers to apply the English language proficiency standards in their classroom instruction.	At the request of NC DPI, two faculty members implemented the Content and Language Integration as a Means of Bridging Success (CLIMBS) course. This course assists educators in applying the English language proficiency standards in their classroom instruction.	Spring 2010	2 faculty members, 25 teachers	The two faculty members provided over 40 hours of coursework for 25 educators from 9 school districts during one semester. "The teachers in this class will now be better equipped to work with the State's English Language Learners and to teach the NC English Language Proficiency Standards." (quote from the thank you letter sent by NC DPI

<p>High (Charlotte, NC), Quail Hollow Middle School (Charlotte, NC), Union County Schools, Fuquay Varina High (Raleigh, NC), Gray's Creek Elementary (Hope Mills, NC), Joyner Elementary (Greensboro, NC), Ellerbe Middle (Rockingham, NC), Cabarrus County Schools, A.T. Allen Elementary (Concord, NC)</p>					<p>to Dr. Larry Czarda on May 27, 2010)</p>
<p>Triad Science and Math Magnet School; Walnut Cove Middle School</p>	<p>To support student performance in science.</p>	<p>One faculty member judged two science fairs.</p>	<p>The Triad Science and Math Magnet School science fair was held on January 20, 2010. The Walnut Cove Middle School Science Fair was held on December 2, 2009.</p>	<p>One faculty member. Number of students unknown.</p>	<p>Student excellence in science was recognized. Feedback for improvement was given to students.</p>

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

Program faculty members were involved in public schools in a variety of ways, ranging from service on advisory boards to volunteering time, resources, and expertise. Examples of faculty involvement included: 1) faculty provided tutors and one-on-one and/or small group assistance for students at Gibsonville Elementary, Bluford Elementary, and Irving Park Elementary, 2) the Special Education Program Coordinator collaborated with a lead teacher and curriculum facilitator at a public separate school to develop a graduate-level course on best practices for students with autism, 3) an elementary faculty member helped develop action plans for teachers in low-performing schools and assisted those teachers with strategies for improvement 4) various education faculty provided mentoring and resources for beginning and career teachers, 5) Special education majors volunteered by conducting fine motor activities for students in a self-contained class for students with special needs, 6) faculty reinforced student skills by acting as judges in science fairs, spelling bees, and presentation of seniors honors projects, 7) a special education faculty member worked with a teacher to develop best practices in parent communication school involvement 8) a faculty member served as a judge for Teacher of the Year, 9) a faculty member presented a workshop to initially licensed teachers on parent involvement, 10) Special Education faculty provided materials to assist candidates and teachers in passing Praxis I and II, 11) theater faculty and students performed for NC public school students across the state, 12) Spanish faculty brought tutors to elementary school students, 13) Spanish faculty proctored the EOGs in a middle school, 14) a faculty member serves on the Guilford County Schools Character Education Deployment Team, and 15) two faculty members implemented a 40-hour CLIMBS course for teachers. See the table of public school involvement for further activities and for alignment of all activities with goals and outcomes.

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

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

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

The Program provides course work to lateral entry teachers through the Piedmont Alternative Licensure (PAL) Program, the Licensure Plus program, or through licensure only programs. The PAL Program is a collaborative project with Bennett College that serves lateral entry teachers in the Piedmont area. Now in its 12th year, PAL provides an accelerated training program for individuals hired as lateral entry teachers. This year we have established a new partnership serving Head Start and More at Four teachers, who hold a degree, but no license. Surveys indicate that PAL candidates and employers are highly satisfied with the program. Over 70% of the candidates who complete the PAL program achieve full licensure. To assist lateral entry teachers entering the PAL program, the Alternative Licensure Coordinator developed and maintains a handbook. He provides information to the Regional Alternative Licensing Centers about the lateral entry programs at Greensboro College and participates in the Professional and Graduate Studies Open Houses. The graduate program includes a "Licensure Plus" component designed for adults with bachelor degrees in non-education areas. This program, through a combination of undergraduate and graduate level courses, leads to the initial license for elementary and special education. Candidates may complete this program by completing a successful year of teaching as a lateral entry teacher. The college employs a full time Coordinator of Alternative Licensure and a part-time faculty member who visits PAL candidates in their schools, observes classes, and provides feedback on instructional and management issues. The College provides courses in the late afternoon and evening to meet the needs of employed students whether or not they are in the PAL Program. The Dean of Professional and Graduate Studies coordinates class schedules to ensure evening and summer offerings meet the needs of lateral entry teachers. She also contacts enrolled Lateral Entry teachers notifying them of course availability. The Coordinator of Alternative Licensure and faculty members who teach in the PAL program work together to counsel lateral entry teachers by telephone, e-mail, and face to face. Education faculty members provide support for lateral entry teachers by meeting with them before and after classes to advise them on instructional issues and classroom management. Arts and Sciences faculty serve as advisors for lateral entry teachers and have provided independent studies for candidates needing upper level content area courses.

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

The Program supports career teachers through a number of workshops and education forums, curriculum and instruction information and continuing educational opportunities:

- 1) Two faculty members provided more than 40 hours of coursework for 25 educators from 9 school districts during the spring semester 2010. They offered the CLIMBS course, which assists educators in applying the English language proficiency standards in their classrooms.
- 2) A special education faculty member collaborated with a career teacher to develop materials designed to increase parent involvement in the classroom. They co-wrote an article to be published in the summer 2010 issue of TEACHING EXCEPTIONAL CHILDREN.
- 3) A faculty member served as a judge for Teacher of the Year.
- 4) A special education faculty member provided student volunteers to conduct fine motor activities in the classroom of a career teacher.
- 5) The Coordinator of the PAL program meets with numerous career status teachers to help facilitate add-on licensure, mainly with BKE, Special Education, and Elementary teachers.
- 6) A special education faculty member created a forum at which graduate students and career teachers could

discuss topics of their choosing. One such meeting resulted in the creation of a CEU workshop on grant-writing for teachers, which will be offered for CEU credit for teachers in surrounding school districts.

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

Faculty work with various student clubs to recruit students to work in tutoring programs for at-risk students. A Spanish faculty member provided student volunteers to tutor elementary students in reading, math, and science. A collaborative, professional partnership with Alamance Elementary School (in Guilford County) continues to provide tutors, fieldwork students, and professional development for in-service teachers. An education faculty member has assisted principals of low-performing schools this year by developing action plans for teachers who needed help and assisted them with strategies for improvement. She was able to help them improve their teaching skills. The Alumni Diversity Task Force provides guidance for the preparation of teachers who respond to challenges related to cultural diversity and to the achievement gap between ethnic groups. All education majors take at least one course and one fieldwork in special education. The fieldwork requires students to provide assistance in special education classrooms. Special education and elementary faculty members work with GC graduates who are teaching at-risk students. Once a week, students from a public separate school for students with autism and related disabilities (McIver Education Center) are transported to the swimming pool at the Reynolds Center at GC to swim for 45 minutes. GC faculty and students serve as swim buddies and coaches. Faculty assistance to teachers includes support for literacy, math and science instruction, behavior management strategies, working with students with severe disabilities, and general support.

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

The 2009 emphasis in meetings with the Teacher Education Advisory Board has been on the goals of preparing public school students who will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Work with the Teacher Education Advisory Board this year has continued to emphasize development of our revised programs. They have given valuable feedback and offered many suggestions about how we can work together to develop the teaching force that will be needed in the 21st century. Undergraduate and graduate programs of study focus on delivering 21st century content in a 21st century context, appropriate application of 21st century technology, gathering assessment data that informs decisions and improves learning, and helping teachers understand the interconnectedness of world cultures. The new initial licensure programs are ready to begin in the Fall of 2010. Graduate programs have begun the process of re-visioning program curriculum and instruction, with blueprints submitted to the state this summer. The Teaching English to Speakers of Other Languages Program (TESOL) has graduated its seventh class and has admitted its eighth. At the request of DPI, two faculty have just completed providing more than 40 hours of coursework for 25 educators from 9 school districts. This course (CLIMBS) will enable the educators to better serve the state's English Language learners and to teach the NC English Language Proficiency Standards. The Alumni Diversity Task Force is working to ensure that re-visioned programs reflect the needs of the diverse 21st century cultures of North Carolina public schools. Related to the development of 21st century skills by P-12 students, all student teachers provide

portfolio evidence of a positive impact on student learning during their student teaching experience. In this portfolio, student teachers show evidence of ability to support at-risk students and ability to work with parents.

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

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

Supplemental Information (Optional)

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

The Director of Teacher Education and the Executive Assistant to the Director monitor the testing history of all candidates. Students are informed of requirements and support options in the Introduction to the Teaching Profession Seminar. Faculty members in elementary and special education have developed workshops and study packets to support students taking Praxis II tests. The Teacher Education Program remains current

about testing requirements and reports changes regularly to the program area coordinators. Many of the Teacher Education faculty members have made course modifications that include constructed response test questions similar to questions on Praxis II tests. Assignments in courses are patterned after the open-ended questions and the case study format used in the PRAXIS II tests. In targeted pedagogy courses, elementary candidates receive additional instruction related to PRAXIS II. Student test scores are monitored carefully and if a student has a specific disability, arrangements are made for him or her to take the nonstandard administration of the exam.

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

The teacher education faculty members advise all incoming freshmen and transfers who express an interest in education. Faculty members participate in the admission open houses and scholarship interviews, speak to prospective students and their families about teaching as a career and provide information as needed. The Teacher Education Office and the Office of Professional and Graduate Studies are responsive to contacts from the public and are often described as “user friendly”. The Office of Professional and Graduate Studies sponsors recruiting meetings for prospective adult education students. Prospective students are invited to attend teacher education classes. Faculty members in the Education division often teach sections of the First Year Seminar that are reserved for students expressing an interest in education. The College has developed a comprehensive articulation guide for North Carolina community college students. A partnership with Rockingham Community College provides the courses for an elementary education degree at RCC. Music faculty members actively recruit students to the major by making phone calls, writing letters and participating in recruiting tours to high schools. The coordinator of the music education program serves on the planning committee for the annual conference of NCMEA and helps plan events for high school students interested in music education. SNCAE and SCEC students have recruiting booths at campus orientations to communicate about careers in education. Faculty members in all licensure programs present information to first year students at career day. Education course offerings are advertised in the local newspaper. Faculty members in secondary and K-12 licensure programs discuss education and licensure requirements with students and encourage them to consider teaching. Informational display areas have been established in Proctor Hall East to provide students with access to Teacher Education Policies and Admission materials.

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

Greensboro College is strongly committed to honoring diversity and actively seeks partnerships with programs that support the academic development of minority students and future teachers. In addition to open houses, presentations to area high schools and community colleges and professional conferences, the College’s alternative licensure programs have been most successful in attracting a diverse population into teaching. The Piedmont Alternative Licensure Program (PAL) is a collaborative program with Bennett College, a Historically Black College. The PAL Program provides an accelerated program for individuals hired as lateral entry teachers. In last summer’s (2009) group: 44 per cent of the faculty members teaching in the PAL program were minority professors. Of the 50 PAL candidates, 32 (64%) were ethnic minorities and 12 (24%) were males.

Candidates in the 2009 cadre included secondary, middle grades, Birth-Kindergarten, and K-12 licensure areas. Two Education Division full-time faculty and 4 adjunct faculty met with Guilford Child Development to orient and help register the first group of the initial BK PAL Program to help More At Four Head Start teachers earn licensure. Two other BK candidates working in different settings were also provided registration information. In this summer's (2010) group: 44 per cent of the faculty members teaching in the PAL program are minority professors. Of the 36 current PAL candidates, 19 (53%) are ethnic minorities and 9 (25%) are males. Candidates in the 2010 cadre include secondary, middle grades, Birth-Kindergarten, and K-12 licensure areas. Three Education Division faculty have met with Guilford Child Development to further implementation of the BK PAL Program to help both More At Four Head Start teachers and center directors earn licensure. The Alumni Diversity Task Force, composed of graduates representing ethnic, religious, racial, and age diversity, guides the development of curriculum and assesses the climate of campus life to assure that minority candidates will thrive in the Teacher Education Program.

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

After spending the past year planning and fine-tuning our revised initial licensure programs, they are ready to begin in the fall. Programs were developed with input from candidates, graduates and public school partners. As that new program begins, we are also submitting blueprints for revised graduate level programs this summer, to begin in Fall of 2011. The 2+2 Elementary Education Program partnership with Rockingham Community College continues to grow and thrive with increased enrollment expected for next year. The Program will continue to develop the use of LiveText in anticipation that it will provide an appropriate means for submitting electronic evidence of candidate performance. We have included a proposal in the GC Strategic Plan for a faculty position in instructional technology, who will be instrumental in the implementation of our revised program, teaching courses as well as serving as a liaison between our GC faculty and instructional technology specialists in the public schools. The partnership continues with the Guilford Child Health Alliance, serving Head Start and More at Four teachers, who hold a degree, but no license. This program is growing.

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		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	55
	Other		Other	
	Total	15	Total	63
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	26
	Other		Other	
	Total	3	Total	36
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	28
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	38
	Other		Other	2
	Total	12	Total	71

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)	32	76
Elementary (K-6)	14	135
Middle Grades (6-9)	19	32
Secondary (9-12)	26	40
Special Subject Areas (k-12)	27	93
Exceptional Children (K-12)	5	45
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	123	421
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,191
MEAN SAT-Math	*
MEAN SAT-Verbal	565
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	177
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.64
Comment or Explanation	
* Less than five records with data.	

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)		5		21
Elementary (K-6)	1	10	3	14
Middle Grades (6-9)		1		10
Secondary (9-12)		2	1	5
Special Subject Areas (K-12)		5	6	6
Exceptional Children (K-12)	1	3		3
Vocational Education (7-12)				
Special Service Personnel				
Total	2	26	10	59
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	40	100
Spec Ed: Adapted Curriculum	2	*
Spec Ed: General Curriculum	4	*
Institution Summary	46	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	15	7	4	1	1	
U Licensure Only	19	1	1			1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	41	2			2	2
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	70	93	49
Bachelor	State	4,725	92	49

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in &cohort_start_year - &cohort_end_year

LEA	Number of Teachers
Guilford County Schools	253
Rockingham County Schools	72
Randolph County Schools	38
Forsyth County Schools	34
Alamance-Burlington Schools	29
Wake County Schools	26
Davidson County Schools	21
Charlotte-Mecklenburg Schools	11
Asheboro City Schools	11
Chatham County Schools	8
Durham Public Schools	8

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

Due to several factors affecting responses, survey results will not be reported at the institutional level 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
10	2	14