

IHE Bachelor Performance Report

Guilford College

2009 - 2010

Overview of the Institution

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

Special Characteristics

The Education Studies (ES) Program is an intensively academic and student-centered program in a small, liberal arts college. It is enhanced by frequent involvement of students with faculty whose guidance and support is based on a deep understanding and knowledge of each individual student’s strengths/gifts and their next steps. (ES does not use the language of weaknesses; instead, we apply the more proactive phrase of “next steps”.) Special pedagogical features of the program include one-on-one and often videotaped faculty-student tutorials, cross-cultural internships (local and abroad), a mid-point portfolio review which permits students to reflect on their growth as individuals and prospective teachers--with an emphasis on strengths and next steps, and a capstone experience challenging students to position themselves as educational leaders and social change agents, both locally and globally. In addition to generally requiring a double major in a content area other than education studies, ES uses the college’s core curriculum to support students’ pedagogical content knowledge and assist them in ultimately mastering the appropriate State teaching standards. All faculty who teach in the college, especially since students are required to double majors, are considered vital to the education of Guilford College’s teacher candidates. The primary goal of the teacher education program (TEP) is to develop educators who are grounded in the liberal arts; are self-confident, inquisitive,

reflective, and are thoughtful in their practice; are analytical and mindful of learning context; and possess the ability to base educational decisions on the needs of each student whom they teach. Continuous authentic assessment is a key component of knowing and understanding personal and professional growth; reflective practices facilitate this assessment. As such, candidates are continuously challenged to examine themselves as teacher/learner/leaders (TLL) via self-reflection and analysis. The Education Studies Program has been cited, in the past, by National accreditors for having exemplary practice in the integration of cultural diversity into its curriculum.

Program Areas and Levels Offered

The ES Program offers a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in Elementary Education, Secondary Social Studies, and Secondary English. Additionally, the K-12 Languages (Spanish and French) licensure area has accepted its first candidate. Also, licensure areas in K-12 physical education and secondary science have been approved by the College. Proposals for these programs will be submitted to the State, when appropriate funding is secured to implement the programs and proposals have been accepted by the State. A Licensure-Only Program (with the option of obtaining a major) for those who have completed a bachelor's degree is also offered to graduates of any 4-year, accredited college who qualify for admission.

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 |
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| <p>Guilford Elementary School Guilford Elementary (preK-5) officially opened in August 2007. The first two years were challenges for the staff in preparing students for performance on EOGs to successfully meet their AYP goals. ES had formal collaborative plans with Guilford Elementary School to help better prepare students for EOG tests during the 2008-9 school year as a result of the spring 2008 scores that kept Guilford Elementary</p> | <p>(Adapted from Guilford Elementary School Improvement Plan) A1. Better align state and district academic requirements at each grade level A2. Identify and serve students needing tutoring based on benchmark, EOG, and teacher assessment data. A3. Extend the variety of technology equipment and software used in the classroom. B1. (From Title I) Increase family/community involvement (Separate School Initiatives) C1. Help ESL learners become more proficient in English and be more successful with academic performance. (Separate Individual Class Initiatives) D1. To improve a specific a class academic</p> | <p>(Initiatives to address School Improvement Plan goals) A1. a. Interns and student teachers created and taught lessons based on the alignment of state and district objectives. A1. b. GE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure alignment of State and district objectives. A1. c. ES faculty worked with new GE teachers on developing lessons around State and district objectives. A2. Interns and student</p> | <p>June 2009-Ongoing</p> | <p>Administration (principal and APs), and majority of faculty, > 40.</p> | <p>(Addressing School Improvement Plan goals) A1. GE teachers noted the success of intern and student teacher lesson development and implementation, assuring alignment of state and district objectives. The lesson plan format used by the student teachers that incorporated many of the elements from the new State standards became the lesson plan format required of all teachers in the building. A2. EOG data shows marked improvement for</p> |

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| <p>from reaching their AYP. However, for spring 2009 Guilford met their AYP and students achieved at a much higher level. During the 2009-10 school year Guilford College students and faculty worked to help the Guilford Elementary staff maintain and exceed the standards set with the 2009 AYP.</p> | <p>performance need.</p> | <p>teachers worked with each grade level team to assist with tutoring and small group instruction for better preparing students for mastering of EOG skills and concepts. A3. Interns and student teachers utilized a variety of technologies in both planning for and implementing instruction. B1. Interns worked with teachers and administrators to create, promote and implement a family academic fair. This was done in accordance with GE's school improvement plan and Title I initiatives to boost parent and community involvement in the school. (Initiatives to address additional school goal) C1.a. Two students with guidance from Guilford ES faculty</p> | | | <p>students with whom interns and student teachers worked. A3. New technologies (new computers, interactive televisions, and microphones) have been incorporated into the curriculum by Guilford Elementary teachers, as well as Guilford College interns. B1. Parent involvement increased and feedback about the event was positive. Plans for more events will be improved based on feedback from parent surveys including having an open schedule so events are open on a rotating schedule, times of events, and interactive family activities. Another consideration is how traffic flows through building to provide optimum access to all</p> |
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| | | <p>created an off campus tutoring program for interested ESL students. 20 Guilford College students participated in helping to tutor 16 Guilford Elementary ESL students. C1.b. Interested ESL students came to the Guilford College Library for two hours on Tuesday and Thursday afternoons for tutoring sessions. (Initiatives to address additional school goal)</p> <p>D1. a. Student teachers worked with the curriculum facilitator and cooperating teachers to identify a specific class need, then develop and implement a plan for improvement. D1. b. Student teachers used school, pre-, post-, and formative assessment data to assess improvement.</p> | | | <p>resources. C1. Staff at Guilford Elementary reported that the students attending the tutoring had become more successful in class work and performed at a higher level on benchmark tests. Parents of the ESL students expressed gratitude for the extra time the college students spent in helping their children be more successful in their academic performance. D1. In all classrooms improvement was demonstrated. For example: a. In one fourth grade classroom students were originally performing from the 30-40% range on math benchmark tests. After the implementation of various techniques for math instruction (that</p> |
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| | | | | | <p>were individualized for each student), student performance fell in the 75-95% range. b. In one first grade classroom students were not able to use correct punctuation or write a complete sentence in their own writing, with 11 out of 18 students falling in the emerging stage of writing development. The student teacher implemented writing lessons that were incorporated throughout the disciplines and all students fell in the appropriate first grade range on the school system writing tests at the end of the semester.</p> |
| <p>Erwin Montessori Elementary (Public Magnet School) Erwin Montessori is a highly-impacted urban, magnet,</p> | <p>(Adapted from Erwin's School Improvement Plan) 1. Sustain Montessori methods and philosophies. 2. Mesh Montessori methods with traditional expectations in</p> | <p>(Initiatives to address School Improvement Plan goals) 1. Interns placed at Erwin are provided with material to help promote</p> | <p>June 2009-ongoing</p> | <p>Administrators and various teachers, dependent upon number of interns</p> | <p>(Addressing School Improvement Plan goals) 1. All interns had the opportunity to read about, observe, and experience the</p> |

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| <p>Montessori school serving grade preK-5. ES elementary faculty has worked more collaboratively with Erwin to place interns in the school.</p> | <p>order to achieve high EOG test scores. 3. Integrate Montessori, State and district objectives to develop and implement an effective instructional program.</p> | <p>understanding of Montessori philosophies and practices. 2. The majority of the interns were placed in grades 3 through 5 to help lower the student-teacher ratio in order to better prepare Erwin students for successful performance on EOG testing. 3. Interns worked with Erwin teachers to integrate Montessori, State, and district objectives.</p> | | | <p>implementation of Montessori philosophies and practices. 2. Interns worked closely with supervising teachers in designing activities that were Montessori in nature, but also helped to prepare students for success on EOGs. 3. Interns were required to show Montessori, State, and district objectives in all lesson plans. Supervising teachers expressed satisfaction in progress made by interns and how interns interacted with students.</p> |
| <p>Erwin Montessori Elementary (Public Magnet School) Erwin Montessori is a highly-impacted urban, magnet, Montessori school serving grade preK-5. ES elementary faculty has worked more collaboratively with</p> | <p>(Specific Initiatives) 1. Placement of student teachers for lowering teacher-student ratio in classrooms and for mentoring of future English and Social Studies teachers.</p> | | <p>June 2009-Ongoing</p> | <p>One master teacher serves as "point person". This individual teaches Guilford students on-site for a semester and has served as student teacher facilitator and midway between College and school</p> | <p>(Addressing the school goals) 1. At Grimsley High School, teachers reported great satisfaction with the quality of Guilford interns and student teachers, as well as the supervision they received from</p> |

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| <p>Erwin to place interns in the school. Grimsley High School Grimsley High School is a school of progress with high growth, but one of changing diversity and increased problems with discipline issues. Disaggregated data indicates an increase in low performance among certain groups of students. Collaboration with Grimsley High School is focused in the English and Social Studies departments around work with student teachers and tutoring assistance.</p> | | | | <p>administrators. Additionally, several other teachers have worked with this individual, as necessary, throughout the College-school relationship.</p> | <p>campus-based faculty during internship opportunities. 2. One social studies teacher has been hired to work with both English and Social Studies interns to help prepare them for student teaching experiences and to help provide enculturation into the Grimsley school culture.</p> |
| <p>Northern Guilford Middle School In 2009, Northern Guilford Middle School embarks on its fourth year of existence in northern Guilford County.</p> | <p>(Specific school initiatives) To improve collaborative practices/communication among SPED and GED teachers. To continue to explore communication among and between school and College faculty</p> | <p>(Initiatives to address school goals) 1. Workshops provided by consultants to speak to best practices in SPED-GED collaboration/co-teaching. 2. One ES</p> | <p>June 2009-Ongoing (leadership team membership is for two more years)</p> | <p>SPED-GED workshop: 14 faculty; leadership team: school administrators, teachers, and parent reps.</p> | <p>(Addressing School Improvement Plan goals) 1. ES faculty taught a workshop on SPED-GED co-teaching and collaboration. School administrators report</p> |

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| <p>Northern Guilford Middle boasts of an ethnically, socially, academically, and economically diverse student population. Our ethnic subgroups consist of 68.8% White, 21.9% African American, 3.7% Hispanic, 3.8% Multiracial, and 1.5% Asian. While Northern Guilford Middle can be proud of the fact that we experienced growth in our ABCs and achieved AYP, we must continue to raise achievement for all subgroups. As we continue to grow, we are confronted with changing subgroup populations from one year to the next.</p> | | <p>faculty member elected to membership on Northern Middle School Leadership team to help facilitate conversation between school and College.</p> | | | <p>that information provided help facilitate dialogue between the two groups for the academic school year. 2. Faculty membership on school leadership team.</p> |
| <p>Summerfield Elementary School Summerfield Elementary is located in northwestern Guilford County in</p> | <p>(Specific school initiatives) To improve upon 5th grade Science EOG scores</p> | <p>(Initiatives to address school goals) Implementation and modeling of Hands-on Science Lessons that are inquiry-based in</p> | <p>August 2009-May 2010</p> | <p>One fifth grade teacher, 23 students.</p> | <p>(Addressing School Improvement Plan goals) 1. ES faculty taught multiple science lessons at the school, focusing on</p> |

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| <p>the town of Summerfield. Our current enrollment is 693 for students in grades K-5. Currently our kindergarten and first grade students are housed at our Annex at Laughlin School. Summerfield Elementary has achieved the distinction of School of Excellence for the past ten years in a row, with overall math and reading proficiency above 90%. Our learning community believes that teamwork, communication, and cooperation are the key components of our success.</p> | | <p>nature.</p> | | | <p>one teacher's class. EOG science test scores for the target classroom were all 100% passing, with a score > than the 2 State Average.</p> |
| <p>Western Guilford High School Western Guilford High School serves a diverse population of approximately 1350 students in grades 9-12. Students at</p> | <p>(Specific school initiatives) By 2010 Western Guilford High School will increase proficiency in Algebra I from 25% to 60% as measured by EOC scores.</p> | <p>(Initiatives to address school goals) 1. Tutoring, incentives, funding, sharing of goals and progress with parents. Use of Guilford students to help tutor identified</p> | <p>August 2009- Ongoing</p> | <p>One point administrator (AP), four cooperating teachers, Fall 2009; two cooperating teachers, Fall 2010.</p> | <p>(Addressing School Improvement Plan goals) 1. ES faculty worked directly with the school assistant principal to identify specific areas that the College could help</p> |

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| <p>Western may pursue either the College+B9 Tech-Prep course of study or the College Prep course of study, both which lead to the awarding of a diploma. A strong emphasis is placed on rigorous academic standards and differentiated instruction to accommodate individual learning needs. Given this, o focus on developing a strong relationship with local Colleges is a must.</p> | | <p>students in need of algebra remediation. 2. Student teachers will be placed at the school in order to learn more about schools culture, which will facilitate addressing needs of the school.</p> | | | <p>the school; it was agreed that addressing needs in algebra should be a focus of conversation, beginning in Fall 2010. 2. In 2009, four student teachers were placed at Western; two student teachers will be placed there in fall 2010. Cooperating teachers and administrators express high satisfaction with Guilford interns.</p> |
| <p>Guilford County Newcomers School Newcomers School is a magnet school designed for students in grades five through 12 who have recently arrived in the U.S. and are considered novices on the North Carolina language test. This school</p> | <p>(Overriding Goal of the School) To accelerate literacy skills and prepare English language learners to bridge the gap between a newcomer setting and the assigned school. (Specific school initiatives) 1. To provide extra hands in classrooms to assist with language instruction (rather than utilizing a pull-out tutoring program)</p> | <p>(Initiatives to address school goals) 1. a. Students from the ES junior-level cross-cultural course work to assist Newcomers School teachers in language instruction while completing a 72-hour internship. b. A Guilford College Americorps</p> | <p>June 2009-Ongoing</p> | <p>School administrators (primarily school principal) and various teachers, based on need/opportunities for college interns and the needs of the public school students.</p> | <p>(Addressing the school goals) 1. a. ES faculty worked directly with the school principal in designing the internship program in order to best meet the needs of the school. The principal reports GC students to be helpful in supporting</p> |

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| <p>opened in the fall of 2007. ES along with other departments at Guilford College have developed a formal collaboration with the Newcomers School.</p> | | <p>representative established the “student to student” tutoring program at the Newcomers School. c. GC psychology faculty and students participated in lunch sessions with the students and are working to partner with students from the school.</p> | | | <p>his faculty and has agreed to continue the partnership with five ES students per semester being placed at the school. b. & c. Other programs were redesigned to best meet the needs of the school.</p> |
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B. Brief Summary of faculty service to the public schools.

As previous descriptions have demonstrated, ES faculty is involved in numerous activities within All full-time and some part-time ES faculty routinely provide professional development presentations and workshops, model lessons, tutor, and work with beginning and career teachers in various capacities. In addition, faculty members from other departments at Guilford College are involved with public schools. Faculty members from several departments at Guilford continued to tutor and read stories in local elementary schools. One faculty member works with the Get Healthy Guilford non-profit, which partners with five Guilford County Schools, to help reduce childhood obesity and also focus on healthy living. Additionally, this individual also works with 60 Guilford County Schools and their after-school program to focus on strategic plan development that will promote healthy living in children. Another faculty member in Arts and Sciences worked with five elementary and middle schools to raise awareness and support for lead-contaminated soil in New Orleans. The science faculty supported public education with such contributions as: supervision of college students who volunteer in public school; continued work with The Science Olympiad; providing assistance to teachers with science experiments; attendance at career days; providing information resources for science teachers; lending science equipment; judging science fairs for local schools, and giving lectures on discipline-specific topics, e.g. human anatomy and forensic biology. One science faculty member served as project supervisor for a student at a local high school. History professors presented workshops in Guilford County Schools in conjunction with a Teaching American History Grant, called "Building Bridges." In addition they helped work with high school social studies teachers in preparing the Northwest "We the People" team for competition, along with faculty in Peace and Conflict Studies and Political Science. A mathematics faculty member offers a course for high school students in SAT preparation. A sports studies faculty member worked with Kernodle Middle School to help the physical education staff redesign their student assessment model. An English professor worked with the Scuola Leonardo da Vinci in Siena IT and Guilford Study Abroad, facilitating a language exchange program with foreign language departments at specific high schools in spring 2010. A psychology professor and her students were engaged in on-going lunchtime dialogue with teens at Guilford County Schools Newcomer's school. One faculty member teaches over the summer for the NC Governor's School. Finally, many faculty members were involved in the traditional activities as volunteers and parents: serving on PTAs, School Boards, School Leadership Teams, and School Improvement Committees.

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

Each year, ES faculty members encourage graduates to return for conversation about their experiences as public school teachers. These meetings provide graduates an opportunity to network with each other, sharing knowledge and ideas about how to adjust to their new roles as professional educators. These reunions include graduates who are involved in their initial years of teaching. Faculty also provide on-going dialogue via e-mail with novice teachers who can not attend. Furthermore, recent graduates often serve as guest lecturers in ES advanced curriculum and address candidates' relevant concerns. The spring 2009 elementary student teachers formed an organization, Guilford College Student Teacher Association, and created a scholarship fund for future ES student teachers; support for this endeavor continued in 2010. ES faculty continue to visit and

team teach with graduates in their first classrooms, maintain contact via phone and email, and provide informal support and professional contact via periodic face-to-face conversations. Survey data from alumni that highlights the relevancy and impact of the ES/TEP program on their current teaching, is collected and analyzed to provide input for program revision. ES faculty arranges a Project Wild Workshop for all area teachers in Guilford and surrounding counties each semester. These workshops permit inservice teachers to obtain CEU's for participation. The College is continually updating an ES student directory, a resource that helps students with job placement and the ES department in keeping contact with alumni. In 2009-2010, ES faculty worked specifically with faculty at one school to help train beginning (and all) faculty how to understand new assessment protocol adopted by the school. One ES faculty member is a founding member and active participant of the Guilford County Teacher Education Alliance, an organization which strives to provide new (and all) teachers with avenues for support and professional development. Another ES faculty member worked with the Curriculum Facilitator at Guilford Elementary, one of Guilford Colleges partnership schools, to provide monthly support group meetings for first year teachers. Finally, another ES faculty was recently elected to serve on a school leadership team, to help all faculty have a voice in school planning and curricular development.

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

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

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

In addition to providing mentoring, field placements, career teachers assist us in the placement of undergraduates for clinical assignments early in the program. The ES Department's support of career teachers provides a means of "giving back" to individuals and groups who assist in providing current students with opportunities to experience and analyze the relationship between theory and practice. Due to our generally strong rapport with our students, graduates eagerly keep in contact and ask questions and seek guidance of ES faculty (and ES faculty do the same--seek guidance and practical experience insight from these students). In fortifying relationships with partner schools, activities to help meet the needs of career teachers are provided. In listening to career teachers ES faculty develop programs to specifically address expressed needs. ES faculty continue to work closely with Early College Public School faculty and administration (a public school for precocious youth located at the college) in curriculum development, examination of pedagogical content knowledge, and supervision of ES students in the Early College classrooms via internships. Public school teachers and principals participate in the Guilford College ES Committee to provide input regarding public school needs and collaborate with ES in planning and developing programs that are relevant to the public school classroom. And, an ES faculty member has just been elected to serve on a local school's School Leadership Team and has taught workshops at that school, based on identification of need by the principal. Likewise, one ES faculty member conducted a 4 day workshop on the new NC teacher assessment system.

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

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

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

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

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

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

Successful reaccreditation by both NCDPI and NCATE during our recent focused-visit, Spring 2006 has encouraged ES to continued with evaluation and revisions to improve and align the program with State standards.

Supplemental Information (Optional)

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

ES Program faculty continues to carefully advise students on the required test-taking procedures and overall scheduling process for the PRAXIS. Guilford students have consistently done well on the state required Praxis tests. In two ES courses, time is provided for Praxis preparation and a copy of preparation materials is on reserve in the Guilford College library and in faculty offices. These materials are based on questions from past Praxis tests obtained from Educational Testing Service. Students who have learning differences or need assistance with specific skills such as grammar, spelling, or math are given support by the Learning Commons (LC) on campus. The Department also

has, on reserve, PRAXIS study guides for students. PRAXIS help sessions are provided for students to answer any general questions and to help students sign up for the exam. One faculty member has recently been appointed to be the “PRAXIS Point Person” for student inquiries and has also identified and assisted students in enrolling in PRAXIS workshops offered at local Colleges and Universities. That same faculty member provided mini-Praxis II reviews at the end of each student teacher seminar session, distributed study materials to student teachers, and conducted half-day study sessions on Saturdays and Sundays during the fall 2009 and spring 2010 semesters. As part of the weekend sessions, recent graduates, who had successfully completed Praxis II, offered tips to the student teachers on studying and test taking strategies.

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

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

member of and actively participates in the Guilford Teacher Education Alliance, an organization whereby schools of higher education work collaboratively examining issues such as how to improve teacher recruitment and retention.

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

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

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

ES faculty welcomed and supported a visiting professor during the 2009-2010 academic year. One tenure-track faculty member was awarded tenure, while two others received very positive pre-tenure reviews. There has been continued support and development of collaborative relationships with Guilford Elementary, Erwin Montessori, Summerfield Elementary School, Newcomers School, Northern Middle School, and Western and Grimsley Senior High Schools, although due to one secondary education faculty leaving Guilford, and the other on a year-long sabbatical, partnerships at the High Schools are now be re-evaluated/ re-established. In addition, because of the enrollment increase with the Elementary K-6 program a new partnership was developed in spring 2010 with

Vandalia Elementary and will be implemented in fall 2010. Another school, Summerfield elementary, has expressed interest in establishing a partnership in the near future. Along with UNC-Greensboro, collaborative efforts have been initiated in writing for publication in practitioner - and research-based journals, in addition to presentations at local and national organizations. Finally, initiatives of the Guilford Teacher Education Alliance, has positioned Guilford College to more readily advocate for its candidates and students in the public schools.

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|----------------|--------------------------------|----------|--------------------------------|-----------|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 7 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | 29 |
| | Other | | Other | 3 |
| | Total | 8 | Total | 40 |
| 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 | 2 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 12 |
| | Other | | Other | |
| | Total | 2 | Total | 16 |
| 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 | |
| | Other | | Other | |
| | Total | 0 | Total | 0 |
| Licensure-Only | 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 | |
| | Other | | Other | |
| | Total | 0 | Total | 0 |

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

| | Baccalaureate |
|-------------------------------------|----------------------|
| MEAN SAT Total | 1,153 |
| MEAN SAT-Math | * |
| MEAN SAT-Verbal | * |
| MEAN ACT Composite | NA |
| MEAN ACT-Math | NA |
| MEAN ACT-English | NA |
| MEAN PPST-R | 179 |
| MEAN PPST-W | 175 |
| MEAN PPST-M | 177 |
| MEAN CBT-R | NA |
| MEAN CBT-W | NA |
| MEAN CBT-M | NA |
| MEAN GPA | 3.31 |
| 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) | | | | |
| Elementary (K-6) | 5 | 13 | 1 | 5 |
| Middle Grades (6-9) | | | | |
| Secondary (9-12) | 1 | 1 | | 1 |
| Special Subject Areas (K-12) | | | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 6 | 14 | 1 | 6 |
| 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 | 16 | 88 |
| Institution Summary | 16 | 88 |
| * 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 | 12 | 7 | | | | |
| U Licensure Only | 6 | 1 | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| 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 | 21 | 90 | 29 |
| 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 | 128 |
| Forsyth County Schools | 40 |
| Rockingham County Schools | 30 |
| Randolph County Schools | 25 |
| Alamance-Burlington Schools | 20 |
| Davidson County Schools | 10 |
| Wake County Schools | 10 |
| Durham Public Schools | 8 |
| Chatham County Schools | 7 |
| Charlotte-Mecklenburg Schools | 7 |

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

Due to 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 |
|--|--|---|
| 4 | 2 | 0 |