

IHE Bachelor Performance Report

UNC-Greensboro

2009 - 2010

Overview of the Institution

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women. Formerly The Woman's College, one of the three original institutions of The Consolidated University of North Carolina, it has been highly regarded for 119 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad region of the state. UNCG is committed to being a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service and is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. The student body reflects the rich cultural diversity of the world, nation and state. Of UNCG's 18,433 students in 2009-10, 79% were undergraduates and 21% were graduate students, 67% of undergraduates were female and 33% male, and 7% of undergraduates and 17% of graduate students were from out-of-state. The ethnic minority enrollment was 30%, including 22% African American undergraduate students and 15% African American graduate students. Approximately 69.8% of degree-seeking undergraduate students received financial aid. The UNCG faculty is committed to excellence in teaching, research, and public service; 80 % of the 788 full-time faculty hold terminal degrees. The ratio of students to faculty is 17 to 1. UNCG is organized into a College of Arts and Sciences and six professional schools: the Bryan School of Business and Economics, Education, Health and Human Performance, Human Environmental Sciences, Music, and Nursing. Five of the seven academic units offer programs leading to teacher, administrator and other school personnel licensure.

Special Characteristics

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG enrolls about 4200 new undergraduate and graduate students and 1500 transfer students annually. The UNCG School of Education (SOE) is organized into 6 departments: Counseling and Educational Development (CED), Curriculum and Instruction (CUI), Educational Leadership and Cultural Foundations (ELC), Educational Research Methodology (ERM), Library and Information Studies (LIS), and

Specialized Educational Services (SES). It ranked 56th of the 278 graduate schools of education (top 20%) on the U.S. News and World Report of the top 100 schools of education, the Counselor Education program was ranked 4th in the nation, and Library and Information Studies ranked 29th. The Department of Educational Research and Measurement is a member of the Academic Common Market. The Department of Specialized Education Services is a member of the Higher Education Consortium in Special Education, the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas. The SES Collaborative Early Intervention National Training E-Resource (CENTe-R) is completed a project that included the development of online materials and guidelines for training professionals to meet the special needs of infants and toddlers who are deaf and hard of hearing and their families. SES also offers an undergraduate educational interpreting program, 1 of 6 in the southeast U.S. and the only one in North Carolina, and the Auditory/Oral Birth-Kindergarten undergraduate program, 1 of 4 in the nation. The SOE supports one of the largest Teaching Fellows programs in the state with 196 students. The SOE hosts several affiliated programs including the Center for Educational Studies and Development, NC Principal Fellows Program, The College Foundation of North Carolina, and SERVE.

Program Areas and Levels Offered

UNCG's professional education licensure programs are housed in four professional schools (Education, Health and Human Performance, Human Environmental Sciences, Music) and the College of Arts and Sciences. The Teachers Academy, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs. UNCG offers 29 licensure programs at the undergraduate, licensure-only, and graduate levels. Six undergraduate programs are offered through the SOE, 15 are offered through other university academic units. The following initial licensure programs are offered at the undergraduate level: art; biology; birth-kindergarten; chemistry; comprehensive social studies; dance; education of the deaf; elementary education; English; mathematics; middle grades education in language arts, mathematics, science and social studies; music; physical education; physics; second language studies in French, Latin and Spanish; school social work; special education: general curriculum; and theatre arts. English as a second language is offered as an add-on licensure program. The following programs are offered at the graduate level: birth-kindergarten; chemistry, comprehensive science; comprehensive social studies; dance, elementary education; English; English as a second language; instructional technology specialist; mathematics; middle grades education; media coordinator; media supervisor, music; reading; school administrator; school counselor; second language studies in French, Latin, Spanish; speech and language pathology; special education: learning disabled and behaviorally-emotionally disabled; and theater arts; as well as post-master's certificates in college teaching, school counseling, educational leadership and middle grades, secondary and second language licensure. UNCG is accredited by the National Council for Accreditation of Teacher Education. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, Council for Exceptional Children, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, and Council for the Accreditation of Counseling and Related Educational Programs.

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

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

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
<p>Guilford County Partnership: The School of Education and Guilford County Schools</p>	<p>The GCS-UNCG Partnership is designed to bring the expertise and resources of the school district and university together in a collaborative effort to improve the education of all students and the preparation of 21st century educational leaders, including teachers, administrators, and support personnel. The Partnership works toward simultaneous renewal and program improvement in the following areas: 1. Teacher education preparation 2. PK-12 student achievement 3. Research/knowledge development 4.</p>	<p>1. Regularly scheduled meetings of the Steering Committee were held. 2. UNCG participated in the early planning of a high school professional development school in Guilford County. 3. Collaborative planning of three grants: two in science and one in educational leadership, including the following three items: a. A National Science Foundation G12 award was received to recruit graduate science students to work in the schools as resources to science teachers. b. A five-year Noyce award was received in 2008-09 to recruit science teachers for high needs</p>	<p>2009-2010 academic year</p>	<p>Impact on UNCG professional education and GCS staff and students</p>	<p>1. The Dean and Associate Dean of the School of Education, the Superintendent of Guilford County Schools, and other faculty and administrators meet to discuss issues of mutual concern and growth, such as improvement of math and science education, support for beginning teachers, and preparation and support for alternative licensure teachers. 2. School and university faculty began collaborative planning of the high school PDS in spring 2010. 3. The grants include the following three items: a. Graduate students</p>

	<p>Professional development for both the university and school district 5. Recruitment and retention of teachers and administrators</p>	<p>schools. Advisors continue to inform students about scholarship opportunities and work with the students after they apply. c. A proposal for a school leadership project, with a request for \$4.8 million over 5 years, was submitted to the US Department of Education Office of Innovation. 4. University and school staff held a number of planning meetings about the management of field placements. 5. Collaboration of academic coaches and UNCG faculty to develop professional development materials/experiences for GCS teachers</p>			<p>collaborate and share content information with science teachers to enhance student science achievement and interest. b. Students have been awarded Noyce scholarships. However, despite the available funding, it continues to be difficult to recruit sufficient numbers of students to science education. c. The USDOE Office of Innovations has not yet announced awards related to this proposal. 4. High level meetings about field placements has improved the administration of field experiences and begun the development of a new model for field placements. 5. UNCG faculty and GCS coaches have developed teaching cases about mentoring and coaching that are</p>
--	---	--	--	--	--

					used in GCS staff development activities. These cases were presented at a national meeting.
Project Enrich: The School of Education & Winston-Salem/Forsyth County Schools	The goals of Project Enrich include the implementation and evaluation of improved models for teacher preparation and leadership development.	The grant, awarded in April 2010, includes a residency program for graduate-level initial licensure candidates, cohort-based undergraduate initial licensure programs, and professional development in mentoring and leadership. As of June 2010, the first graduate cohort had been selected and had begun coursework. The partnership is actively planning the undergraduate placements and experiences, selecting coaches and clinical teachers, and identifying procedures for professional development.	April 1, 2010 through March 31, 2015	UNCG and WSFCS will be involved and impacted. Currently, 12 residents are enrolled in the program.	During the first two months of the grant period, residents were recruited, interviewed and enrolled in the first cohort. A number of meetings, including the first meeting of the steering committee, were held to develop detailed plans and procedures and to open clear paths of communication and collaboration.
Cumulative Effect Grant: Joint project the UNCG School of Education	The goal of the Cumulative Effect grant is the		2006 through present	78 teachers, 6 mentors/supervisors, and project director	During the first two months of the grant period, residents were

<p>Department of Curriculum & Instruction, the UNCG College of Arts & Sciences, North Carolina Agricultural and Technical State University, and Guilford County Schools (Title I Schools), with additional funding from local foundations</p>	<p>improvement of high school mathematics teachers' content knowledge and pedagogical strategies.</p>				<p>recruited, interviewed and enrolled in the first cohort. A number of meetings, including the first meeting of the steering committee, were held to develop detailed plans and procedures and to open clear paths of communication and collaboration. From the third year end report, the Cumulative Effect schools have increased their proficiency in Algebra I, Algebra II and Geometry from 2007 to 2009, with gains of 7.76%, 9.83% and 8.73%, respectively. Two of these gains are larger than the gains made by the non-Cumulative Effect schools. In addition, applications for teaching positions in the high need schools have increased.</p>
<p>UNCG/Wachovia Teacher Mentoring Network: The School of</p>	<p>The goal of the project was to form and support a network of</p>	<p>When the grant ended in fall 2009, 146 outstanding mentors</p>	<p>Spring 2006-fall 2009</p>	<p>146 mentor teachers</p>	<p>Partnering districts reported that the program enhanced</p>

<p>Education and Alamance-Burlington Schools System, Asheboro City Schools, Guilford County Schools, Randolph County Schools, Winston-Salem/Forsyth County Schools, Yadkin County Schools, Surry County Schools, Davidson County Schools, Lexington City Schools and Elkin City Schools.</p>	<p>master teacher mentors who would work with beginning teachers to ensure their success and foster retention.</p>	<p>from 11 school districts had received advanced mentor and leadership training. Their last training was at the SOE Summer Symposium for Future Ready Schools, during which they studied advanced coaching skills and presentation of professional development workshops. The project also supported the collaborative development of teaching cases and provided travel grants for faculty and public school teachers and administrators to attend the annual conference the New Teachers Center to present the teaching cases.</p>			<p>their support of beginning teachers and that they were enthusiastic about the opportunity to work closely with the university. On surveys evaluating their training experiences, participants consistently rated their satisfaction with the institutes better than 4 on a 5 point scale.</p>
<p>Off-Campus Master's Degree Programs: The School of Education Department of Curriculum & Instruction with Guilford County Schools and Siler City School and the SOE</p>	<p>The goal of these partnerships is develop programs that are responsive to district needs and accessible to teachers and other school personnel in counties</p>	<p>The partnerships provide the opportunity to form strong cohort experiences, with close learning relationships among candidates and between faculty and candidates. Courses are</p>	<p>2009-10 (ongoing)</p>	<p>Approximately 170 students</p>	<p>UNCG continues to provide advanced degree programs to off-campus cohorts. Candidates are enthusiastic about the accessibility and quality of the</p>

<p>Department of Library and Information Studies with Charlotte/Mecklenburg Schools</p>	<p>that, in most cases, are distant from campus.</p>	<p>offered either at county sites or online.</p>			<p>programs and cohort experiences.</p>
<p>Professional Development for Beginning Teachers: The School of Education and Triad Regional School Districts</p>	<p>Professional development activities are designed to improve teacher and administrators' knowledge, skills and leadership, and, ultimately, improve B-12 achievement.</p>	<p>Workshops and institutes were developed collaboratively by UNCG faculty and public school teachers and administrators, and were responsive to public school needs. 1. Among the professional development activities, the School of Education offered the Yopp Professional Development Summer Institute, a 2-day program for 70 recent UNCG graduates and other teachers. The institute focused on beginning teaching skills, including appropriate professional dispositions and effective communication with families and</p>	<p>Symposium & Yopp: June 2009 (4 days); Wachovia Network: 2009-10</p>	<p>550 teachers and coaches</p>	<p>1. All workshops/institutes (Yopp Professional Development Summer Institute, the SOE Summer Symposium for Future Ready Schools, and Wachovia professional development workshops) were evaluated very positively by participants in terms of learning and accessibility. Participants expressed a desire to return for future activities. 2. The teachers reported that they learned from the mentors' support. Partnering districts reported that the program enhanced their support of beginning teachers and that they were</p>

		<p>administrators. The SOE Summer Symposium for Future Ready Schools was the second annual conference in which a number of summer institutes were combined for greater accessibility to teachers and principals. The participating institutes focused on ESOL, 21st century skills, differentiation of instruction, service learning, school law, and mentoring. 2. Members of the Wachovia Mentoring Network continued to provide enhanced support for beginning teachers, including a number of lateral entry teachers who were participants in UNCG's NC TEACH program. For more information about the Wachovia Mentoring Network, see "UNCG/Wachovia Teacher Mentoring Network."</p>			<p>enthusiastic about the opportunity to work closely with the university.</p>
--	--	--	--	--	--

<p>Professional Development Schools for Teacher Preparation: The School of Education and Alamance County Schools and Siler City</p>	<p>The goal of these partnerships is to offer teacher preparation programs that reflect field and research-based best practices, support for K-12 learning, research opportunities, and professional development.</p>	<p>Two groups of elementary undergraduate and graduate candidates completed pre-service and final internships in Professional Development Schools. The candidates had broad and intensive experiences in all aspects of teaching. Public school teachers and administrators were actively involved in pre-service training, professional development activities and school-based research, in collaboration with UNCG faculty. Please see the “Guilford County Partnership,” above, for information about the planning for a new high school professional development school.</p>	<p>2009-10</p>	<p>Approximately 50 candidates</p>	<p>Candidates completed undergraduate and graduate degree programs in elementary and middle grades education with evidence of outstanding knowledge and skills. On most measures of professional knowledge and skills, candidates received ratings of proficient or higher.</p>
<p>TESOL for ALL: The School of Education Department of Teacher Education & Higher Education, Chatham</p>	<p>TESOL for ALL has, as its goal, professional development for in-service teachers,</p>	<p>TESOL for ALL (Teaching English to Speakers of Other Languages = Academic Language and</p>	<p>2008-present</p>	<p>90 faculty members, teachers and candidates</p>	<p>In 2008-09, 20 university instructors completed 16 sessions of professional development and</p>

<p>County Schools & Asheboro City Schools</p>	<p>university faculty and teacher candidates so that the needs of English language learners (ELL) can be better met.</p>	<p>Literacy) is a 5-year, \$1.4 million grant in 2007 awarded by the U.S. Department of Education. In the last two years, faculty has offered professional development regarding working with English Language Learners to teachers in Chatham County and Asheboro City Schools and to candidates and faculty at UNCG. Training focuses on research-verified instructional strategies and cultural information.</p>			<p>revised 10 course syllabi based on new teaching and TESOL standards. All faculty members who chose to take the English as a Second Language Praxis II exam received passing scores and met the federal standard for highly qualified. In addition, 20 elementary candidates participated in the training and were prepared for the Praxis II examinations. In 2009-10, 25 teachers participated in the program and will take the PRAXIS II exam in summer 2010. Twenty-five faculty members began their training.</p>
<p>TESOL for ALL: The School of Education Department of Teacher Education & Higher Education & Chatham County Schools</p>	<p>The goal of this project was to improve science instruction and student achievement in science in the context of meeting the needs of English</p>	<p>During 2009-2010, 40 teachers and 23 UNCG interns at a Siler City elementary school developed science units with attention to the needs of English</p>	<p>2009-10</p>	<p>53 teachers and candidates; impact on 5th grade students</p>	<p>5th grade scores on the science end-of-grade test increased from 4% in 2008 to 65% in 2009. In addition, 16 teachers passed the ESL</p>

	language learners.	language learners.			PRAXIS II exam.
Art for Newcomers: The Department of Art & Guilford County Schools Newcomer School	The goals are to provide GCS students a quality art experience that recognizes the various cultures that they represent, at the same time that candidates have the opportunity to increase their understanding of diversity.	The UNCG Art Education Program has created a partnership with the Guilford County Newcomers School for new immigrants and refugees. During the second year of the partnership, Art Education students planned quality multicultural art lessons and delivered them to 5th through 12th graders. Art Education candidates demonstrated leadership and innovation by studying cultures, ethnicities, learning differences and disabilities, and by planning art projects aligned with the ability levels, backgrounds and language needs of the students. Students, in turn, had the opportunity to learn about art in collaborative, interactive settings.	2009-10 (began in 2008, ongoing)	10 art education candidates and approximately 350 kindergarten through 5th grade students participated.	The students (English language learners, some of whom had disabilities) who attended the art classes received state of the art instruction, materials, and techniques for creating artwork. Each lesson adhered to NCSCOS for the Visual Arts.

		Globally oriented, each project was related to the various cultures represented in the classroom. The students and candidates prepared an exhibition of the students' artwork for the end of the term.			
Re-visioning: all initial licensure and graduate teacher preparation programs & their partner districts in the Triad region	The goal of program re-visioning is to develop new approaches to teacher preparation that are in alignment with State Board of Education goals, North Carolina Professional Teaching Standards and the needs of 21st century students.	All programs work with school partners to design programs that are responsive to state goals and standards and the needs of 21st century students. School and university faculty and administrators and, often, graduates of UNCG programs and current students, participate in meetings and retreats to collaboratively develop "blueprints" for the re-visioned programs. Ongoing meetings are held to evaluate candidate performance and use the resulting data for program evaluation.	2007-present	Faculty and school partners for all initial and graduate teacher education and school administration programs	The collaborative discussions and design resulted in the re-vision of 22 initial undergraduate and one graduate licensure programs by June 30, 2009. All of these programs were approved by the state. In 2009-10, graduate teacher education programs were re-visioned. The State Department of Public Instruction will begin the review of these programs in summer 2010.
Teacher Cadets: SOE	The goal of the	The Office of	2009-10	243 high school	Two hundred forty-

<p>Office of Recruitment, Retention and Professional Development & Teacher Cadets in 12 schools in the Piedmont Triad Region</p>	<p>SOE/Teacher Cadet program is to recruit motivated, committed and capable students to the teaching profession, with attention to the recruitment of under-represented groups.</p>	<p>Recruitment, Retention and Professional Development has formal partnerships with 12 Triad Regional High Schools. The Director of the RRPD and the SOE Master Teacher in Residence provide information about teacher education through presentations to the cadets and invite the cadets to participate in teacher education activities on the UNCG campus.</p>		<p>students</p>	<p>three students participated in the Teacher Cadet presentations at their schools. Outreach is to all students, with attention to the recruitment of underrepresented groups such as male, African American and Latino/Latina students.</p>
<p>Inclusive Practices: SOE Department of Specialized Services & Charlotte-Mecklenburg System-wide</p>	<p>The goal of the partnership was to provide support and information to increase inclusive practices and improve student achievement.</p>	<p>Faculty provided consultation and professional development related to growing and sustaining inclusive practices.</p>	<p>2009-10</p>	<p>System-wide</p>	<p>The partnership work resulted in the reduction in the number of separate EC (exceptional children) classrooms in the district, an increase in the amount of time students with disabilities spend in general education settings, and improved academic outcomes for students with disabilities</p>
<p>Inclusive Practices: SOE Department of</p>	<p>The goal of the partnership was to</p>	<p>Faculty worked with the public schools in</p>	<p>2009-10</p>	<p>System-wide</p>	<p>A report was prepared for the district</p>

Specialized Services & Union County Public System-wide	participate in program evaluation and provide support and information in order to increase inclusive practices.	terms of program evaluation related to inclusive practices, consultation and professional development related to growing and sustaining inclusive practices.			regarding status of inclusive practices. It was presented to all district administrators. Four early implementer sites identified. Professional development and consultation offered to each school.
Inclusive Practices: SOE Department of Specialized Services & Durham Public Schools System-wide	The goal of the partnership was to participate in program evaluation and provide support and information in order to increase inclusive practices.	Faculty worked with the public schools in terms of program evaluation related to inclusive practices, consultation and professional development related to growing and sustaining inclusive practices.	2009-10	System-wide	A report was prepared for the district regarding status of inclusive practices. It was presented to district representatives. Consultation was provided related to responding to the report's recommendations. Professional development and further consultation was offered to the task force charged with implementing the resulting plan.
Professional Development for Interpreting Programs: SOE Department of	The goal of the partnership was to provide guidance and training in order to	The partnership, which included the early internship placements for interpreting	2009-10	System-wide	The relationship resulted in significant collaboration for both the internship and

Specialized Services & Guilford County Schools (Northeast Middle School, Northeast High School and Monticello-Brown Summit Elementary School)	increase inclusive practices.	practicum classes, resulted in professional development activities for sign language interpreters about mentoring interns and the development of the “Mentorship Handbook in the Professions in Deafness Program” for the UNCG interpreting preparation concentration and Guilford County School system.			professional development of in-service teachers.
Tutoring Students Who Are Deaf: SOE Department of Specialized Services & Guilford County Schools (Monticello-Brown Summit Elementary School)	The goal is to partner with teachers to provide targeted support for students who are deaf or hard of hearing.	Tutoring K-5th grade students in reading in small groups Tutoring 6 Deaf students in literacy skills	2009-10	130 students tutored	Serving 16 teachers in 26 different sessions with 2-4 students in each session.
Project TEEACH; SOE Department of Specialized Services & Alabama School Districts	The goal of the partnership is to provide support and professional development in areas of special education.	As acting director of Project TEEACH, an SOE faculty member continued to provide consultation and professional development for the school districts.	2009-10	State-wide	Continued faculty growth in areas of special education.
School Based Groups- Training & Evaluation	The goal of the program is implement	School Social Work faculty are engaged in	Funded in spring 2009,	Five school social workers and four	Data on standardized measures and from

<p>Project: The School of Human Environmental Sciences Department of Social Work & Winston-Salem/Forsyth County Schools (Mineral Springs Elementary School, Mineral Springs Middle School, Ashley Elementary School, and Ashley Middle School)</p>	<p>a group model for to address a wide range of problems among at-risk students.</p>	<p>a collaborative research/training grant with KB Reynolds through which they train School Social Workers to conduct groups using an evidence-based model to address a wide range of problems among at-risk students. School staff members are trained and consult with university faculty throughout their eight-week groups and these faculty members then collect data using both qualitative and quantitative methods.</p>	<p>implemented in 2009-10</p>	<p>school social work interns worked with 84 at-risk students. Fifty-four students were in the comparison group.</p>	<p>focus groups are being collected. A written report with results will be available in summer 2010. It is hoped that this research design will identify the positive treatment outcomes of the treatment approach.</p>
--	--	---	-------------------------------	--	---

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

The School of Education and individual departments provided a wide variety of services to Triad regional public schools. Elementary education faculty worked closely with partner schools; candidates spent some 520 hours of tutoring “high risk” 3rd through 5th graders. Faculty in the Department of Specialized Education Services provided consultation and professional development about visual phonics, mentoring pre-service teachers, and inclusive practice to more than 600 teachers in 6 North Carolina school districts. They also developed a mentorship handbook for the program and schools, assisted candidate as they recorded American Sign Language interpretations of stories on the Guilford County Schools reading list, and provided training in “bug in the ear” technology (immediate feedback through wireless communication) for teachers in 10 schools. Faculty completed a research review of the preschool foundations for early learning standards for SDPI and made presentations about education of the deaf and hard of hearing to elementary and high school students. Mathematics faculty has received a federal earmark to serve 3 after-school enrichment programs; development of this project is under way. Science faculty worked with an elementary school to develop a site for Environmental Education activities and provided workshops on teaching reading through science. Art faculty co-hosted a retreat for high school honor students. Dance faculty worked with about 200 students and teachers in 6 districts, presenting masters classes and assisting with choreography and presentations. Music faculty offered in-service workshops to 148 teachers and hosted 200 members of student orchestras. Physical Education faculty hosted a Girls in Sport Symposium and continued its 14-year value-imbedded sport programs (Project Effort and the Youth Leadership Corp) for 82 students at 3 high schools, a middle school and a Title I elementary school. Faculty in the Reading program provided in-service training about spelling to 130 teachers. Library and Information Studies faculty served on the GCS Best Books and young adult literature committees, provided professional development for GCS librarians and judged the district Battle of the Books. The Director of the Teaching Resources Center provided professional development workshops for 30 K-12 media specialists and moderated the regional Battle of the Books in Asheboro, NC. The Center for Educational Studies and Development hosted the Children's Festival and Health Celebration for 2000 children and family members and the Piedmont Young Writers' Conference for 334 3rd- 8th graders from 6 school districts, along with 275 family members and teachers. The Piedmont Triad Education Consortium, housed at UNCG, presented workshops on Understanding Student Brains, Strategies That Help Students, Comprehensive Approach to Vocabulary, Getting Started with Differentiation, Hands-On Minds-On Science, Model Drawing, Raising ESL Achievement, Web 2.0:Wiki, Collecting Data for School Improvement, Building Professional Learning Communities, Effective Teaching in the 21st Century I, Effective Teaching in the 21st Century II, Teachers As Leaders, School Law for Teachers, Aspiring Principals Program, and the Executive Leadership Development Program for about 400 teachers and administrators in the 15 school districts in the Piedmont

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

Created in the spring of 2006 through a three-year award from the Wachovia Corporation, the Teacher Mentoring Network was established to recruit, prepare and support outstanding mentors from the 16 school districts in the Piedmont Triad region.

The mentors were, in turn, to provide quality professional development for other mentor teachers, increase teacher retention for both novice teachers and experienced teachers, and increase student achievement in the classrooms of novice teachers. To these ends, the Wachovia network has been involved in the development of district-specific induction programs. By the end of the award period, 146 mentors from 11 districts (Alamance-Burlington, Asheboro, Chatham, Davidson, Guilford, Lexington, Randolph, Rockingham, Surry, Winston-Salem/Forsyth and Yadkin) were involved in the project. The mentors continue to provide induction and mentoring support in their districts and to mentor many of UNCG's NC TEACH alternative licensure candidates. In addition, the Network supported the collaborative development of mentoring teaching cases and provided travel grants for faculty and six public school coaches to attend the annual conference of the New Teachers Center to present the teaching cases. In summer 2009, 334 teachers and administrators, along with UNCG faculty, attended the School of Education Summer Symposium for Future Ready Schools symposium. Workshops focused on leadership training for the Wachovia mentors, ESOL, 21st century skills, differentiation of instruction, service learning, school law, and mentoring. The School of Education also presented the 9th annual Yopp Professional Development Summer Institute for 70 recent UNCG graduates and other beginning teachers. The institute focused on teaching skills, appropriate professional dispositions and effective communication with families and administrators. Faculty in the Department of Specialized Education Services offered staff development to help 15 secondary special education teachers prepare for PRAXIS II content area tests for HQ status, and conducted monthly up virtual bug in ear coaching sessions for 13 Project TEEACH scholar graduates in 12 schools to ensure ongoing use of evidence-based practices in the classroom.

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

The School of Education NC TEACH alternative licensure advisors and coordinator met with Piedmont Triad administrators and lateral entry teachers to provide information about UNCG licensure programs. They offered four information sessions to recruit lateral entry candidates, attended district meetings for beginning teachers, and provided information and guidance in response to inquiries. After candidates applied to an alternative licensure program, NC TEACH advisors worked with faculty in 16 subject areas (French and Spanish; art and dance; physical education; birth-kindergarten; education of the deaf and hard of hearing; and middle grades language arts, mathematics, science and social studies; and secondary English, Latin, mathematics, science and social studies). Together, they reviewed applicants' credentials, developed individualized programs of study, and provided support for clinical experiences. In summer 2009, more than 67 new and first year undergraduate and graduate candidates enrolled in the 10th Annual NC TEACH Summer Institute. Candidates continued to take coursework in the fall and spring, with most becoming eligible for licensure within one year. In fall 2009 and spring 2010, 73 additional students were admitted to begin their coursework. NC TEACH mentors and field supervisors observed candidates in their classrooms and provided ongoing support, guidance and evaluation. The advisors also advised more than 200 potential applicants; continued to support teachers from earlier cohorts, providing guidance as needed; and provided information for Regional Alternative Licensure Center candidates. Candidates in middle grades, high school and foreign language licensure programs receive a post-baccalaureate certificate and have the opportunity to transfer credits from their licensure coursework to an M.Ed. program. Fifteen candidates completed their programs of study and received post-baccalaureate certificates in 2009-

10. The Department of Specialized Education Services (SES) offers a similar post-baccalaureate program, which transitions seamlessly into an M.Ed. program. In 2009-10, SES supported the work of 32 candidates, 11 of whom were lateral entry teachers in special education.

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

Faculty offered many professional development opportunities, along with other support for career teachers. The Department of Specialized Education Services provided workshops to 30 teachers in 10 schools entitled, "Fostering Leadership and Building Collaborative Communities for the 21st Century." They also provided professional development workshops for 12 special education teachers in three districts who must take PRAXIS II in the content areas to remain highly qualified. In early 2009, 100 teachers from five school districts attended the 21st Century Skills Conference, at UNCG, that focused on global awareness and financial, economic, entrepreneurial, civic and health literacies. In summer 2009, the facilitators of this symposium provided a follow up session at the annual School of Education Symposium for Future Ready Schools to expand participants' knowledge about 21st Century issues. In addition, the original symposium was provided for an additional 66 teachers in four districts. At the same time, the Center for Educational Studies and Development presented National Board Certified Teachers Renewal Workshops for 67 teachers in 22 counties, and planned additional workshops with professional development expert Joan Celestino to discuss the revised National Board standards and renewal process. Finally, The Piedmont Triad Education Consortium, housed at UNCG, presented workshops on Understanding Student Brains, Strategies That Help Students, Comprehensive Approach to Vocabulary, Getting Started with Differentiation, Hands-On Minds-On Science, Model Drawing, Raising ESL Achievement, Web 2.0:Wiki, Collecting Data for School Improvement, Building Professional Learning Communities, Effective Teaching in the 21st Century I, Effective Teaching in the 21st Century II, Teachers As Leaders, School Law for Teachers, Aspiring Principals Program, and the Executive Leadership Development Program for about 400 teachers and administrators in the 15 school districts in the Piedmont.

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

Placements for internships and student teaching were made with attention to candidates' having substantive experiences in highly diverse schools. Thirty-one of the 74 elementary schools in which students were placed for final internships had Title I designations, as did two middle schools and one high school. Most students had internships and student teaching placements at schools that were high needs schools. Partnerships at these schools included faculty and school personnel collaboration on professional development, school improvement, and supervision of pre-service experiences. Special projects, such as the physical education/leadership initiative mentioned above, provide support and growth opportunities for young people. Project Effort and the Youth Leadership currently serve 82 kids (8 to 19 years of age) in three high schools, one middle school and a Title I elementary school in Guilford County. Thirty-six undergraduate and graduate students assisted these clubs and/or mentor in 2009-10. Faculty in the Department of Specialized Education Services provided professional development and consultation for some 575 teachers in three school districts. They also provided support for teachers who were

preparing to take PRAXIS II in content areas to meet the requirements for Highly Qualified designations. They presented workshops related to visual phonics for students who are hard of hearing and deaf, and workshops on best practices in mentoring teacher education candidates. They provided training in best practices in inclusive classrooms, as well as coaching in the use of bug-in-the-ear technology. Reported above, low-performing and at-risk schools were strongly represented in these workshops and support activities. Music faculty and UNCG teacher education candidates worked with the orchestra programs at a Title I elementary school. They also collaborated with an at-risk elementary school, as well as art, dance and theatre faculty, as the school revised its structure to become an arts magnet school. Off-campus doctoral cohort programs in educational leadership in Alamance/Burlington School System (ABSS) and Guilford County Schools and a master's level principals' programs ABSS are preparing educators for administrative positions in high poverty schools. A key focus of these programs is preparing administrators to work with teachers to facilitate student retention and achievement. Partnerships and grants also provide support in areas such as mathematics, science and ESOL instruction and inclusive practice. The Department of Specialized Education Services manages several grants that support instruction and recruit candidates for teacher licensure, many in low performing/highly impacted schools. In addition, the SOE Summer Institute for Future Ready Schools and the Yopp Professional Development Institute for beginning teachers recruited participants from highly impacted schools.

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

*Globally competitive students/21st century professionals: In order to ensure that candidates are able to support the education of globally competent students, all licensure programs have "re-visioned" their licensure programs in alignment with the new state standards for teachers and school executives. A major emphasis of the new programs is the preparation of P-12 students for 21st century realities: Greater emphasis has been placed on problem solving and critical thinking; multiple literacies, including technology competencies; and attention to diversity. The core education courses, which will be delivered online or in a web/lecture format, will address the need to assess and respond to the learning needs of all students. Twenty-first century students and schools were also the focus of the second SOE Summer Symposium for Future Ready Schools, the second 21st Century Skills Conference, and follow up sessions for the 2009 21st Century Skills Conference. In addition, UNCG is a member of the Carnegie Foundation's Teachers for a New Era Learning Network, a venue for reform of teacher education. *Healthy & responsible students: In response to community needs for learning about healthy practice, the SOE offered the Children's Festival and Health Celebration for 2000 students and families. Teaching Fellows, Kappa Delta Pi honor society, and members of other student organizations volunteered for this and other community service projects. Also meeting goals for healthy and responsible students, candidates in teacher preparation programs studied the health and social needs of P-12 students. *Leadership: The SOE continued to collaborate with local schools to develop projects focused on professional development and innovative approaches to student achievement. These included Cumulative Effect for improvement of mathematics instruction, TESOL for All, a new \$2.8 million National Science Foundation award to enhance K-12 science education and introduce students to STEM careers, and a new \$6.9 million USDOE award to promote the development of leadership skills, among other grants. *21st century systems: Again, in response to new State standards, all licensure programs reviewed and revised their programs, with

emphasis on collecting outcome data to assess student performance and program quality. Final revisions of the Candidate Dispositions Assessment Process and the Teacher Growth and Assessment for Pre-service (Clinical Performance) rubrics were adopted, along with rubrics for the new teaching portfolios for candidates. Included in the portfolio is a student work sample project in which candidates will collect data about the impact of their instruction on student performance. The “evidences” (artifacts) that will be included in the portfolio were piloted in 2008-09 and 2009-10 by the alternative licensure program, NC TEACH, as well as several degree programs. The SOE offered orientations for candidates and NC TEACH mentors to ensure their understanding of teacher preparation procedures and expectations, while individual programs provided orientation for cooperating teachers. SOE governance and advisory committees, program re-visioning plans and implementation, and university/school grants were the collaborative efforts of university faculty, school personnel and community representatives.

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

1) UNCG puts special emphasis on collaborative efforts to recruit and retain teachers, particularly in high needs areas such as math, science and special education, and to improve B-12 learning. Funded projects assisted in these foci, with the understanding that, as teachers grow professionally, they are more likely to be retained as teacher leaders. In 2009-10, faculty and teachers participated in Cumulative Math for the improvement of math and science instruction. Support for National Board Certified Teachers’ certification renewal and the training of mentors through the Wachovia Teacher Mentor Network contributed to the leadership, coaching and instructional skills of career teachers, as well as the beginning teachers with whom they worked. Focused cohorts also assisted in retention. The SOE offered four CUI and Media Coordinator M.Ed. cohorts, as well as four cohorts of master’s and doctoral students in school administration. Faculty in several departments, who had worked with high school professional development school for several years, participated in early planning for a new PDS in Guilford County. 2) Recognizing that school reform and improvement are assisted by strong collaborative partnerships, relations with school systems were strengthened through regular meetings. The School of Education sponsored UNCG and school faculty member’s trips to the annual meetings of the New Teacher Center and the American Association of College for Teacher Education, at which they both presented their ideas related to professional practice and gathered new, research-verified approaches to teacher preparation and PK-12 instruction. University and school faculty, charged with creating new professional preparation programs in line with the new State standards, continued their partnerships with public school personnel throughout 2009-10. 3) External funding is also essential to the work of professional preparation programs. As of April 30, the School of Education received \$9.7 in external funding (grants and contracts). A science educator in the Department of Curriculum and Instruction continued her study of students’ development of a “science identity,” supported by an Early Career Award from National Science Foundation. The Department of Educational Leadership and Cultural Foundations continued to support administration candidates through the Self Fellowship (\$24,000 per year), as well as the ELC Student Support Fund and Principals’ Fellows program (total of \$6,465). SERVE is completing a \$40 million research project, funded by the United States Department of Education, to study K-12 interventions over a five year period. The unit continues its grant-supported research in High School Reform focusing on North Carolina’s Early College High School model and a federal contract to

operate the National Center for Homeless Education. The homeless contract was renewed this year.

Supplemental Information (Optional)

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

The Center for Educational Studies and Development worked with 32 students in preparation sessions for PRAXIS I. Other support was also available. In February 2009, the Teaching Resources Center (TRC) discontinued the use of the PLATO PRAXIS software and began using Learning Express software, which is free to students and can be used offsite. The new system is more accessible to students and is expected to support their preparation well. The director of the TRC also met with 200 students to discuss Praxis resources that are available at UNCG, and prepared printed materials about Praxis resources that are available to all teacher education candidates and prospective students both in hard copy and online. The TRC continued to make Praxis I and II study guides available to students.

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

In 2007-08, faculty and staff from the School of Education, the Office of Admissions, the Office of Financial Aid and other departments created a Recruitment and Retention Committee to collaborate on the development and implementation of a comprehensive teacher recruitment plan to address the shortage of teachers in North Carolina. Twenty-two action plans were identified at that time. As a result of these plans, advisors were hired to recruit and advise for the NC TEACH alternative licensure program and secondary education programs. Members of the Recruitment and Retention Committee improved tracking of high school students, undergraduate applicants and freshmen who express interest in education; disseminated information about licensure programs and financial aid; delivered a university course for freshmen/pre-education majors; continued Teacher Education Connections to network with potential education students; and expanded outreach through telethons, on-campus events and the dissemination of printed materials. A Master Teacher in Residence and the director of the Office of Recruitment, Retention and Professional Development (RRPD) made presentations and recruited students in all 16 districts in the Triad region with special emphasis on the critical shortage areas of middle grades, special education, math and science and on the recruitment of underrepresented groups such as males, African American students and Hispanic students. Their recruitment activities included support of high school Teacher Cadets and Future Teachers of America; an annual retreat and a speakers bureau for Teacher Cadet Teachers; a lending library of teaching resources; participation in the team building program, UNCG Team QUEST, at a reduced rate and scholarships for cadets who could not afford the cost of the program; and recruitment events such Teaching Career Day. The SOE participated in graduate recruitment fairs, including the Institute for the Recruitment of Teachers for minority students. Three applicants were recruited for the Teacher Assistant Scholarship Program, a GCS/UNCG program that supports teacher assistants who seek a bachelor's degree in elementary education; six TAs were already in

the program. Teaching Fellows (TF) held a Recruitment Day to help TF finalists with interviewing skills. Forty-five students matched for UNCG's 2010 freshman TF cohort. The UNCG Transfer Advisor worked with advisors at 5 community colleges to provide information and build interest in teaching careers. She participated in 11 recruitment events, including those sponsored by the Office of Undergraduate Admissions and the School of Education. As of April 30, 60 prospective teacher education transfer students had completed data forms and 15 had been admitted. The NC TEACH alternative licensure advisors offered 5 information sessions for lateral entry teachers, attended district meetings for beginning teachers, distributed promotional literature and advised students. Additionally, grant activity has included recruitment goals. The \$2.8 National Science Foundation award includes a focus on kindergarten through 12th grade students' learning about careers in science, technology, engineering and mathematics (STEM), including teaching.

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

UNCG is committed to recruiting and retaining high-quality students from diverse backgrounds. As part of a comprehensive recruitment plan, the Council for Underrepresented Groups in Teacher Education was established to serve in an advisory capacity and support recruitment efforts on campus as well as community colleges and high schools. Male and ethnic minority faculty and students participated in campus recruitment events, phone-a-thons, and interviews, and developed a "Careers in Education" presentation and booklet to promote the idea that the teaching profession requires a diverse teaching workforce. UNCG participated in the Institute for the Recruitment of Teachers' (IRT) annual minority recruitment event and supported three IRT scholars in 2009-10. Many departments had focused plans for the recruitment of minority students, as well. The Departments of Educational Research and Measurement, Library and Information Studies (LIS), and Specialized Education Services (SES) recruited minority students and women through professional organizations, recruitment fairs, contacts at universities and colleges (including Historically Black Universities), and networking. SES, in conjunction with US Department of Education awards, focused on diverse groups through Project RESTART, which recruits community college students and teaching assistants to become special education teachers; the undergraduate Auditory-Oral deaf education program; and the doctoral-level Project LEADS. Similarly, activities, described in Sections I and J, supported the recruitment and retention of all students, including minority students. Retention of all students was also important. The Assistant Director for Teaching Fellows offered "Steps for Success," a program to identify Teaching Fellows who were experiencing academic difficulty and provided tools for academic success at UNCG. Praxis workshops and practice software helped students meet eligibility requirements for teacher education. The SOE provided scholarships and graduate fellowships for qualified candidates whenever possible. LIS co-administrates the ACE Scholars Program with the UNCG Libraries <http://www.uncg.edu/lis/acescholars/index.html>, the goal of which is to increase the number of culturally diverse librarians in a variety of library settings; it has made 14 scholarship awards. A grant has been submitted to the Institute of Museum and Library Services to continue the grant with a second cohort. LIS recruited at UNCC (Spring Career Fair), UNCG (Graduate School recruitment events, UNCG Libraries staff recruitment event), and at two historically black colleges: Johnson C. Smith University (JCSU) and North Carolina A&T State University. Finally, international experiences

were valued. The Department of Curriculum and Instruction hosted about 20 students from Chile for the second year. Other students, from Asia, Africa, Europe, South America and North America, enrolled in SOE programs.

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

The SOE is building strong partnerships with school districts in the Piedmont Triad. The UNCG/Wachovia Teacher Mentoring Network, funded by the Wachovia Foundation, completed its award cycle with 146 mentors from 11 school districts. Teachers and central office personnel participated in professional development institutes and attended national conferences to learn about induction programs and improve their mentoring programs. The SOE partnered with other units on campus and area schools to provide professional development opportunities and help retain teachers, particularly in high need areas such as science and mathematics. This work was supported by the Noyce Scholars' Project ExSEL to support candidates in secondary science areas, the National Science Foundation (NSF) award for \$2.8 to implement hands-on science curricula and recruit students to STEM careers, and the Cumulative Math for the improvement of math and science instruction. The Department of Curriculum and Instruction continued its five-year grant for Teaching English as a Second Language, at the same time that the School of Education and Winston-Salem/Forsyth County Schools began a partnership, with support from Project ENRICH, a \$6.9 million award from the U.S. Department of Education award. The project will support a teacher residency program, leadership development and the evaluation of initial licensure programs. The SOE NC TEACH alternative licensure program continued to offer an 18 semester hour sequence of graduate level courses designed for lateral entry teachers for high school, middle grades and foreign language alternative licensure programs. The SOE continued its emphasis on program evaluation and improvement. Data from all licensure programs was collected using the Candidate Dispositions Assessment Process and the Pre-service Teacher Growth and Assessment for Pre-service rubrics to evaluate candidate knowledge and skills, as well as program effectiveness. Final revisions of the assessment instruments was completed in 2009-10 and the new Teacher Portfolio requirements and rubrics were piloted by NC TEACH, ESOL and the graduate elementary education programs. All initial licensure programs revised their curricula in alignment with new State standards and responsive to the data they had collected in 2008-09. They received approval from the State Department of Public Instruction/State Board of Education in 2009-10. Programs leading to master's level teaching licenses were revised in 2009-10.

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	2
	Asian/Pacific Islander	4	Asian/Pacific Islander	11
	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	69
	Hispanic	2	Hispanic	11
	White, Not Hispanic Origin	136	White, Not Hispanic Origin	539
	Other	2	Other	7
	Total	156	Total	639
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	4
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	52
	Other	13	Other	10
	Total	35	Total	79
Part 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	6
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	21
	Other		Other	
	Total	4	Total	30
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander	2	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	58
	Hispanic		Hispanic	5
	White, Not Hispanic Origin	57	White, Not Hispanic Origin	106
	Other	4	Other	17
	Total	68	Total	188

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)	5	8
Elementary (K-6)		
Middle Grades (6-9)	8	27
Secondary (9-12)		
Special Subject Areas (k-12)	3	8
Exceptional Children (K-12)	4	12
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	20	55
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,191
MEAN SAT-Math	570
MEAN SAT-Verbal	573
MEAN ACT Composite	25
MEAN ACT-Math	NA
MEAN ACT-English	25
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.26
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	5	27		23
Elementary (K-6)	14	132		
Middle Grades (6-9)	2	15		17
Secondary (9-12)	7	43		23
Special Subject Areas (K-12)	12	56		10
Exceptional Children (K-12)	12	30		15
Vocational Education (7-12)				
Special Service Personnel		1		
Total	52	304	0	88
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	154	97
Spec Ed: General Curriculum	3	*
Institution Summary	157	97
* 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	81	191	45	20	3	3
U Licensure Only	14	3	3	4	3	5
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	6	5		1		1
U Licensure Only	23	8	1	8	8	8
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	327	91	54
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	1,867
Forsyth County Schools	840
Randolph County Schools	492
Alamance-Burlington Schools	379
Wake County Schools	368
Rockingham County Schools	362
Charlotte-Mecklenburg Schools	340
Davidson County Schools	310
Durham Public Schools	147
Cumberland County Schools	141

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
82	46	126