

IHE Bachelor Performance Report

Greensboro College

2010 - 2011

Overview of the Institution

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. It is located on seventy acres of tree-lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out of Reverend Peter Doub's dream to found a preparatory school for young women. It became co-educational in 1954. Greensboro College now serves approximately 1273 men and women. The College serves a diverse population from 23 states and 25 countries. About one-fourth of the students are adult learners. The College is committed to the belief that through a disciplined pursuit of truth, its students acquire knowledge and develop a critical awareness that allows them to live humanely, responsibly and productively in a free society. Such lives are characterized by clarity of thought and expression, a sense of history, an understanding of literature and language, a knowledge of mathematics and science, an appreciation of the arts, an awareness of political and social realities, a familiarity with the biblical tradition and a respect for physical soundness. Through its professional, pre-professional and career-oriented programs, both undergraduate and graduate, Greensboro College encourages, as well, the professional development of its students.

Special Characteristics

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

Program Areas and Levels Offered

Greensboro College offers initial licensure programs in the following areas: Birth through Kindergarten; Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education: General Curriculum (K-12), and Special Education: Adapted Curriculum (K-12); Health/Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12); and Secondary Education in English (9-12), Biology (9-12), Comprehensive Science Education (9-12); Mathematics (9-12), and Social Studies (9-12). An add-on license in ESL is also offered. In 2011, Greensboro College will begin offering a revised program of Master's Degrees leading to advanced licensure in Elementary (K-6) and Special Education: Adapted Curriculum (K-12) and General Curriculum (K-12).

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Guilford County Schools	To provide support for all teachers. To develop strategies to expand character development district-wide.	A faculty member has served on the Character Education Deployment Team since its inception July 1, 2009. Active participation in monthly meetings. The team was responsible for the following: 1- developed 3 keystones of CE along with a list of CE traits to emphasize. 2- development of system CE website 3- development of service learning	Began July 1, 2009. Project is ongoing, but last meeting was held June 1, 2011. At this meeting, a celebration of the outcomes was held with the community.	Team consists of 33 people from GCS, community partners, and IHEs.	100% of GCS schools engaged in character development. 440 seniors awarded the High School Service-Learning Exemplary Award. 33,537 hours of service to our schools and community documented by GCS high school seniors. 87 community partners made commitments to provide

		and graduation honor 4-planned Character Development Week 5-planned Habitat for Humanity project 6-plan for curriculum infusion; ordering of materials			Service-Learning opportunities to GCS high school students. Superintendent served as a plenary speaker for the 2011 National Service Learning Conference. 5 students served as co-presenters at the National Service Learning Conference. 2 schools awarded Project Ignition, youth-led Service-Learning grants funded by State Farm Insurance (Middle College at Bennett and Northeast High School). 125 high school students were trained as Service-Learning Ambassadors . Johnson Street Global awarded state Character Education
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					<p>grant. 130 teachers trained at the first Annual Service-Learning Institute. Developed a Service-Learning lesson plan format highlighted in the publication "Advancing Service-Learning in North Carolina". Developed Service-Learning lesson plans aligned to the North Carolina Standard Course of Study. Featured in the National Youth Leadership Council's quarterly newsletter. Developed our district's first Service-Learning Handbook. BOE approved policy to support Character Development in the school</p>
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					district. Developed template to assist schools in setting character development goals in their School Improvement Plan.
McIver Education Center	Increase teacher knowledge about best practices for students with autism. GCS sees a real need for more special educators to have knowledge of best practices for students with AU. They also see a need for a similar course for ALL teachers.	Development of at least one college course for pre-service and/or current teachers.	1/12/2010	Three. (Robin Drake – Lead AU Teacher for GCS, Robin Hernandez – Curriculum Facilitator at McIver, and GC faculty member)	Received input from public school partners on what they considered important to include in a course on Best Practices in AU for our revised graduate program, beginning in August of 2011. We included this course in our proposal to be submitted to DPI summer of 2010. The proposal was approved, with the class scheduled to be offered for the first time in summer of 2012. The proposed syllabus will be submitted to the public school

					partners sometime this summer (of 2011) for feedback.
Guilford County Schools: Bluford Elementary	1. Principal needed an administrative Coach. 2. Teachers needed staff development activities. 3. Teachers needed help in knowing how to use data to drive instruction. 4. Principal needed help in recruiting tutors for students who were performing below grade level.	1. Volunteered to work with Principal (Ms. Stephanie Boykins) in order to help her become a more effective principal. Helped her understand the new teacher and principal evaluation instruments. Helped her develop a schedule for observing her teachers. 2. Conducted the following workshops with the Bluford staff: a. Teacher Expectations b. Cultural Diversity c. Planning Effective Instruction d. Classroom Management 3. Helped the teachers develop a "Data Wall" and worked with grade levels to help them understand how to use the data wall to drive instruction. 4.	1. Began working with the principal and staff at Bluford in August, 2010 at the beginning of school and continued until January, 2011.	1. The principal, teachers and students at Bluford equals to a total of about 340 people.	The students did better on their benchmark tests as a result of faculty efforts at Bluford.

		<p>Conducted classroom learning walks and met with teachers and leadership team to develop and monitor an academic improvement plan. 5.</p> <p>Recruited retired curriculum coach, Mrs. Julie Gordon to work as a teacher coach for the staff at Bluford.</p>			
Guilford Primary	To aid in student development.	Special education faculty member worked with a student at Guilford Primary, collaborating with the physician, and the IST Coordinator.	January 2011 - May 2011	One	The result was improved behavior in the classroom, as well as an increase in the communication between doctor, parent, and school.
Brooks Global Magnet School	Assist Career Kindergarten Teacher, Mrs. Joanie Langer.	Art faculty member transported materials, helped set up classroom for international festival and even fed/moved a guinea pig.	spring semester, 2011	20	Evidence: one fat pig and a successful international festival.
Western Guilford High School	To assist career teachers. To meet and inspire involved honors arts students.	Activities: Demonstration and talk(s); second will be as keynote for	spring semester, 2011	25	emails from Ms. Erin Stesch, teacher

		Honors Induction ceremony May 24, 2011.			
Northern High School	To assist career teachers. To meet and assist all art students.	Activities: Multiple demonstrations and discussions, critiques.	spring semester, 2011	50	Evidence: Portfolio changes by students, one student applying to GC Contacts: Mss. Mary Ann Parah and Rachel Vieira
Weaver Academy	To assist career teachers. To showcase the art of graduating seniors.	Lit and publicized their exhibition.	spring semester, 2011	25	Evidence: public school student exhibit at Greensboro College, Poster, photos, emails (Ms. Lisa Woods)
Guilford County Schools: Jones Elementary	Assist classroom teachers with implementation of academic instruction. School request for more parental, community, and IHE support.	Assignment of candidates to clinical experiences at school sites, especially schools with diverse populations, including economically challenged. Leadership Summit, Jones Elementary School Media Center, Greensboro, NC. School request for more parental, community, and IHE support.	August 2010-April 2011.	6 placements	GC tripled the number of candidate clinical experiences at Jones spring 2011 semester.

Homer Andrews Elementary School in Alamance-Burlington School System, a Title I school	To assist lateral entry teachers.	Provided Greensboro College pencils, school supplies to GC graduate and teacher, Bethany Matkins, for dispensing to her students.	October 12, 2010	One elementary teacher and her students (approximately 20).	Students had materials to use.
Guilford County Schools	To show support for the local schools.	The President of the college and most of the education faculty attended the Educational Alliance Meeting at Koury Convention Center, Greensboro, NC.	December 3, 2010	President Czarda, 8 faculty and one teacher candidate joined members from the Guilford County Schools and the community.	Collaboration with school personnel regarding academic achievement. Outstanding presentation by Ron Clark, former Disney Teacher of the Year.
Alderman Elementary School	To provide support and recognition of quality teaching by beginning, lateral entry, and career teachers.	Faculty member judged Science Fair.	January 25, 2011	100 students and their families	Identification and recognition of outstanding projects. At least 100 projects were judged.
Jackson Middle School	Improving student literacy.	GC students provided literacy tutoring for selected 7th graders; Literacy facilitator at Jackson provided background data about the students, copies of content area texts and suggested tutoring activities;	Sept 9, 2010 – Dec. 2, 2010	22 (10 GC students, 10 Jackson Middle students, Literacy facilitator and professor).	Middle school students showed consistently good engagement with the tutors; Summary reports by tutors showed some gains in reading and writing skills and impressive

		middle school students visited GC for a day, attended classes with tutors, visited historical museum, art gallery, library, student center and cafeteria; college students provided summary of tutoring activities for the Literacy Facilitator.			gains in motivation and engagement.
Allen Middle School and Aycock Middle School	Improving student behavior and reducing classroom conflicts.	GC professor met (6/9 & 6/15) with one teacher from each school who was willing to engage students in learning about ethics and applying ethical concepts and processes to resolve personal and interpersonal conflicts in the classroom setting. Planning the activities will continue during the 2011 summer and activities will be implemented in 2011 & 2012 school year.	June 6, 2011 through next school year.	2 middle school teachers and their students, 1 professor.	Outcomes will be determined in June, 2012. Among the goals for this project will be to develop and make a presentation at the North Carolina Middle School Association's Annual Conference.
Weaver Performing Arts Academy and Jones Elementary	Creative Composition and Recording	The GC music education supervisor, Jane McKinney and GC fieldwork	October, 2010 – March, 2011	Music classes at Jones and Music Production	Jones School has a song collaboratively composed by the

		students helped with the communication and collaboration of Jones elementary music students who offered words and lyrics in writing their own school's song and Weaver (high school) music and recording students who developed the music and recorded the song for Jones students to use.		Classes at Weaver and two GC fieldwork students (approx. 80 – 100).	students at Jones and Weaver which has been recorded for the students' use.
Avery County high schools	To expose students to American jazz and how it is played.	Band students were brought in from several Avery County high schools to hear a jazz concert and learn jazz techniques demonstrated in the clinic by Benjy Springs.	March 2011	High school band students (approx. 300).	Students heard an outstanding jazz concert and were exposed to jazz techniques of performance.
Midway Elementary School Woodlawn Middle School Central Wilkes Middle School North Graham Elementary School Franklinville Elementary School University	To assist teachers to apply the English language proficiency standards in their classroom instruction.	At the request of NC DPI, two faculty members implemented the Content and Language Integration as a Means of Bridging Success (CLIMBS) course. This course assists educators in	Fall 2010, spring 2011	2 faculty members, 25 teachers	The two faculty members provided over 40 hours of coursework for 30 educators from 11 school districts during Fall 2010 semester, and

<p>Park Creative Arts Elementary Middle Fork Elementary School Carrboro Elementary School Nations Ford Elementary Olympic High School B.H. Tharrington Franklinville Elementary School Nations Ford Elementary Franklinville Elementary School Briarwood Elementary School McLauchlin Elementary School University Park Creative Arts Elementary Martin Luther King Middle School Middle Fork Elementary School Federal & State Compliance B.H. Tharrington Allen Middle School Franklinville Elementary School C.W. Stanford Middle School</p>		<p>applying the English language proficiency standards in their classroom instruction.</p>			<p>57 educators from 18 school districts in spring 2011 semester. "The teachers in this class will now be better equipped to work with the State's English Language Learners and to teach the NC English Language Proficiency Standards." (quote from the thank you letter sent by NC DPI to Dr. Larry Czarda.)</p>
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Chatham Middle School Bertie Preparatory High School Eastlawn Elementary School Chatham Middle School Eastlawn Elementary School Alternative Learning Program of Study Askewville More at Four School Grey Culbreth Middle School Quality Education Academy Starr Elementary Reidsville Middle School Alternative Learning Program of Study C.W. Stanford Middle School Liberty Elementary School Mooresville Intermediate School Parkway Elementary					
Southeast Guilford High School Northern Guilford High School	To prepare for music at a high performance level for Concert Band Evaluation/Competition, jazz ensemble,	Benjy Springs worked with both the concert band, wind ensemble, and jazz ensemble	October, 2010 February, 2011 March, 2011	Total of 1125 students.	Culminated in a joint concert with both the high school jazz ensemble and

<p>Western Alamance High School Grimsley High School Eastern Alamance High School Davie County High School Central Alexander High School, Hickory Trinity High School, Randolph County Wheatmore High School, Randolph County Asheboro High School Archdale/Trinity Middle School Polk County High School Statesville High School</p>	<p>stronger listening and jazz performance skills, and performance techniques overall.</p>	<p>on performance techniques, listening and performance skills and achieving better sonority, and demonstrated performance techniques on jazz trumpet.</p>			<p>the Greensboro College Jazz Ensemble. The students were better prepared to perform the literature for their concert. The students were given the opportunity to understand the importance of developing listening, performance skills and techniques. The ensemble's sound was in better balance, with greater sonority which assisted in the band's participation in marching competitions. The students were better prepared to perform in concert and for their concert band evaluation at festival.</p>
<p>Southern Guilford High School</p>	<p>To develop better understanding of blending the different timbres in marching</p>	<p>Benjy Springs worked with the marching band, achieving</p>	<p>November , 2010</p>	<p>Approximate ly 70 students.</p>	<p>The ensemble's sound was in better</p>

	band and better marching techniques overall.	sonority throughout the band.			balance, with greater sonority which assisted in the band's participation in marching competitions.
Weaver Performing Arts Academy	To provide a performance opportunity typical of a "real" jazz setting for high school pianists learning to perform jazz.	The Greensboro College Music Department hosted the piano students at Mane Stage on the College campus where the high school students performed to parents, high school and college faculty in a Café setting and were then treated to a short jazz concert by the GC faculty group, Seven Steps.	April 12, 2011	Approximately 23 students.	Both the student concert and faculty concert were excellent with an appreciative audience.
Southern Guilford High School Bishop McGinnis High School Bassett High School, Bassett, Virginia Weaver Performing Arts Academy	To provide high school choral students exposure to opera and musical theatre literature.	The Greensboro College Opera/Musical Theatre Workshop prepared opera and music theatre scenes and performed them for the choirs at their respective schools.	October 12, 2010 October 19, 2010 October 27, 2010 November 3, 2010	Approximately 270 students.	The performance went well and was well received and high school choral students learned more about opera and musical theatre literature.
Rockingham County Schools	To assist all teachers in recognition of academic achievement by students.	Assisted with the selection of the RCS science fair recognition & progress toward District	February 2011	60 students	Recognition of NC-SCOS Standards and Science instruction in the

		Level			elementary curriculum.
Rockingham County Schools	To assist in recognition of teaching accomplishments of career teachers.	Assisted with analysis, review and interviewing of RCS countywide Teacher of the Year candidates.	May 2011	20 candidates	Recognition of Excellence in teaching and the implementation of INTASC Standards and leadership in teaching.
Haynes-Inman Education Center	To help a beginning teacher.	At the request of the curriculum facilitator/assistant principal, a special education faculty member observed and mentored a beginning teacher who was having difficulty implementing best practices in the classroom.	October 2010 through May 2011	1 beginning (lateral entry) teacher	Faculty shared strategies and materials with the teacher. She was able to complete the school year successfully.

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

Program faculty members were involved in public schools in a variety of ways, ranging from service on advisory boards to volunteering time, resources, and expertise. Examples of faculty involvement included: 1) faculty provided tutors and one-on-one and/or small group assistance for students at Jackson Middle, 2) the Special Education Program Coordinator continued to collaborate with a lead teacher and curriculum facilitator at a public separate school to develop a graduate-level course on best practices for students with autism, 3) an elementary faculty member helped the principal and teachers in a low-performing school with strategies for improvement 4) various education faculty provided mentoring and resources for beginning and career teachers, 5) faculty reinforced student skills by acting as judges in science fairs, spelling bees, and presentation of seniors honors projects, 6) a faculty member served as a judge for Teacher of the Year, 7) a faculty member serves on the Guilford County Schools Character Education Deployment Team, 8) two faculty members implemented a 40-hour CLIMBS course for teachers, 9) a special education faculty member worked with a student, his physician and the teacher as a consultant, 10) an art faculty member helped several art teachers with classes, demonstrations, and fairs, and 11) music faculty worked with a multitude of schools and students to improve musical performance. See the table of public school involvement for further activities and for alignment of all activities with goals and outcomes.

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

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

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

The Program provides course work to lateral entry teachers through the Piedmont Alternative Licensure (PAL) Program, the Licensure Plus program, or through licensure only programs. The PAL Program is a collaborative project with Bennett College that serves lateral entry teachers in the Piedmont area. Now in its 13th year, PAL provides an accelerated training program for individuals hired as lateral entry teachers. This year we have established a new partnership serving Head Start and More at Four teachers, who hold a degree, but no license. Surveys indicate that PAL candidates and employers are highly satisfied with the program. Over 70% of the candidates who complete the PAL program achieve full licensure. To assist lateral entry teachers entering the PAL program, the Alternative Licensure Coordinator developed and maintains a handbook. He provides information to the Regional Alternative Licensing Centers about the lateral entry programs at Greensboro College and participates in the Professional and Graduate Studies Open Houses. The graduate program includes a "Licensure Plus" component designed for adults with bachelor degrees in non-education areas. This program, through a combination of undergraduate and graduate level courses, leads to the initial license for elementary and special education. Candidates may complete this program by completing a successful year of teaching as a lateral entry teacher. The college employs a Coordinator of Alternative Licensure and a part-time faculty member who visits PAL candidates in their schools, observes classes, and provides feedback on instructional and management issues. The College provides courses in the late afternoon and evening to meet the needs of employed students whether or not they are in the PAL Program. The Dean of Professional and Graduate Studies coordinates class schedules to ensure evening and summer offerings meet the needs of lateral entry teachers. She also contacts enrolled Lateral Entry teachers notifying them of course availability. The Coordinator of Alternative Licensure and faculty members who teach in the PAL program work together to counsel lateral entry teachers by telephone, e-mail, and face to face. Education faculty members provide support for lateral entry teachers by meeting with them before and after classes to advise them on instructional issues and classroom management. Arts

and Sciences faculty serve as advisors for lateral entry teachers and have provided independent studies for candidates needing upper level content area courses.

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

The Program supports career teachers through a number of workshops and education forums, curriculum and instruction information and continuing educational opportunities: 1) Two faculty members provided more than 40 hours of coursework for 30 educators from 11 school districts during the fall semester 2010, and 57 educators from 18 school districts during the spring semester 2011. They offered the CLIMBS course, which assists educators in applying the English language proficiency standards in their classrooms. A faculty member served as a judge for Teacher of the Year. The Coordinator of the PAL program meets with numerous career status teachers to help facilitate add-on licensure, mainly with BKE, Special Education, and Elementary teachers. Many faculty members offer support for career teachers through various activities, such as judging science fairs, supplying materials and offering mentoring throughout the school year.

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

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

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

The 2009 emphasis in meetings with the Teacher Education Advisory Board has been on the goals of preparing public school students who will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Work with the Teacher Education Advisory Board this year has continued to emphasize development of our revised programs. They have given valuable feedback and offered many suggestions about how we can work together to develop the teaching force that will be needed in the 21st century. Undergraduate and graduate programs of study focus on delivering 21st century content in a 21st century context, appropriate application of 21st century technology, gathering assessment data that informs decisions and improves learning, and helping teachers understand the interconnectedness of world cultures. The new initial licensure programs began in the Fall of 2010. Graduate programs blueprints have been approved, and will begin in the Fall of 2011. The

Teaching English to Speakers of Other Languages Program (TESOL) has graduated its eighth class and has admitted its ninth. At the request of DPI, two faculty have just completed providing more than 40 hours of coursework for 30 educators from 11 school districts in Fall of 2010, and 57 educators from 18 school districts in the spring of 2011. This course (CLIMBS) will enable the educators to better serve the state's English Language learners and to teach the NC English Language Proficiency Standards. The Alumni Diversity Task Force is working to ensure that revised programs reflect the needs of the diverse 21st century cultures of North Carolina public schools. Related to the development of 21st century skills by P-12 students, all student teachers provide portfolio evidence of a positive impact on student learning during their student teaching experience. In this portfolio, student teachers show evidence of ability to support at-risk students and ability to work with parents.

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

Our special emphasis this year has been on teaching and fine-tuning our revised initial licensure programs, with an emphasis on collection of electronic evidences for the pilot year review in summer of 2012. Much time has been spent talking with public school partners and deliberating as to what revisioning will mean for the program at Greensboro College. As has been the practice of the Program, we have worked to build and strengthen collaborative partnerships with the public schools. We have continued the partnership with the Triad Math and Science Academy, which is a new charter school in the area. Elementary and PE faculty have been active in consulting with TMSA faculty. Existing partnerships have been maintained at Triangle Lake Montessori School, Gateway Education Center, McIver Education Center, and Alamance Elementary School. The partnerships at Gateway, McIver, and the new Haynes-Inman Education Center benefit special education faculty and students by providing access to special education experts who will provide consultation and in-service development. At Gateway in particular, special emphasis was on increasing participation in supervision of student teachers by the Gateway administration. This was extremely helpful. At Haynes-Inman this year, the emphasis was on helping individual teachers and supplying materials for all teachers. An emphasis in the revised Teacher Education Program is on the use of 21st century technology in formative assessment. Currently, all education majors subscribe to LiveText, an on-line suite of tools for designing and assessing instruction. Students create on-line teaching portfolios that demonstrate their ability to design instruction in a 21st century context and to use technology to develop 21st century skills. LiveText assessment rubrics have been designed by faculty members and are being used to collect assessment data. Lesson plans and other instructional documents are created by the students in the LiveText environment. Those plans and documents are evaluated by faculty members using the rubrics. LiveText allows program coordinators to create reports that aggregate and analyze the assessment data, making it easier to identify programmatic strengths and weaknesses. Data in the LiveText system was used in the 2008 program accreditation review. By using technology to develop curriculum and assess learning, program faculty members work to provide quality teachers who can ensure higher student performance. We have included a proposal in the GC Strategic Plan for a faculty position in instructional technology, who will be instrumental in the implementation of our revised program, teaching courses as well as serving as a liaison between our GC faculty and instructional technology specialists in the public schools.

Supplemental Information (Optional)

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

The Director of Teacher Education and the Assistant Director monitor the testing history of all candidates. Students are informed of requirements and support options in EDU 2100 (21st Century Schools I). Faculty members in elementary and special education have developed workshops and study packets to support students taking Praxis II tests. The Teacher Education Program remains current about testing requirements and reports changes regularly to the program area coordinators. Many of the Teacher Education faculty members have made course modifications that include constructed response test questions similar to questions on Praxis II tests. Assignments in courses are patterned after the open-ended questions and the case study format used in the PRAXIS II tests. In targeted pedagogy courses, elementary candidates receive additional instruction related to PRAXIS II. Student test scores are monitored carefully and if a student has a specific disability, arrangements are made for him or her to take the nonstandard administration of the exam.

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

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

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

Greensboro College is strongly committed to honoring diversity and actively seeks partnerships with programs that support the academic development of minority students and future teachers. Through open houses, presentations to area high schools and community colleges and professional conferences, the College's alternative licensure programs have been most successful in attracting a diverse population into teaching. The Piedmont Alternative Licensure Program (PAL) is a collaborative program with Bennett College, a Historically Black College. The PAL Program provides an accelerated program for individuals hired as lateral entry teachers. In this summer's (2011) group: 30 per cent of the faculty members teaching in the PAL program are minority professors. Of the 33 PAL candidates, 14 (42%) are ethnic minorities and 7 (21%) are males. Candidates in the 2011 cadre include secondary, middle grades, Birth-Kindergarten, and K-12 licensure areas. Three Education Division faculty have met with Guilford Child Development to further implementation of the BK PAL Program to help both More At Four Head Start teachers and center directors earn licensure. The Alumni Diversity Task Force, composed of graduates representing ethnic, religious, racial, and age diversity, guides the development of curriculum and assesses the climate of campus life to assure that minority candidates will thrive in the Teacher Education Program.

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

After spending the past years planning and fine-tuning our revised initial licensure programs, implementation of those courses began in the fall of 2011. Programs were developed with input from candidates, graduates and public school partners. We spent this year collecting electronic evidences from candidates for the pilot year review which will occur in summer of 2012. The revised graduate level programs were approved last winter, and are scheduled to begin in Fall of 2011. The 2+2 Elementary Education Program partnership with Rockingham Community College continues to grow and thrive. The Program will continue to develop the use of LiveText in anticipation that it will provide an appropriate means for submitting electronic evidence of candidate performance. We have included a proposal in the GC Strategic Plan for a faculty position in instructional technology, who will be instrumental in the implementation of our revised program, teaching courses as well as serving as a liaison between our GC faculty and instructional technology specialists in the public schools. The partnership continues with the Guilford Child Health Alliance, serving Head Start and More at Four teachers, who hold a degree, but no license. This program is growing.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	52
	Other		Other	
	Total	18	Total	59
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	30
	Other		Other	
	Total	3	Total	38
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		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	18
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	21
	Other	1	Other	
	Total	17	Total	42

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)	4	53
Elementary (K-6)	12	121
Middle Grades (6-9)	9	15
Secondary (9-12)	11	47
Special Subject Areas (k-12)	16	89
Exceptional Children (K-12)	3	31
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	55	356
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,160
MEAN SAT-Math	604
MEAN SAT-Verbal	578
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.65
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)	1	3		13
Elementary (K-6)	2	17	4	14
Middle Grades (6-9)				9
Secondary (9-12)		1	1	8
Special Subject Areas (K-12)		6	1	6
Exceptional Children (K-12)			2	3
Vocational Education (7-12)				
Special Service Personnel				
Total	3	27	8	53
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	28	96
Spec Ed: Adapted Curriculum	2	*
Spec Ed: General Curriculum	5	100
Institution Summary	35	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	11	10	3	5	1	
U Licensure Only	25					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	28	2	2	2		2
Comment or Explanation:						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	97	98	45
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Guilford County Schools	249
Rockingham County Schools	74
Forsyth County Schools	40
Randolph County Schools	35
Alamance-Burlington Schools	31
Wake County Schools	23
Davidson County Schools	21
Asheboro City Schools	14
Charlotte-Mecklenburg Schools	11
Thomasville City Schools	8
Stokes County Schools	8

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

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
9	0	13