

IHE Bachelor Performance Report

Guilford College

2010 - 2011

Overview of the Institution

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

Special Characteristics

The Education Studies (ES) Program is an intensively academic and student-centered program in a small, liberal arts college. It is enhanced by frequent involvement of students with faculty whose guidance and support is based on a deep understanding and knowledge of each individual student’s strengths/gifts and their next steps. (ES does not use the language of weaknesses; instead, we apply the more proactive phrase of “next steps”.) Special pedagogical features of the program include a required second major for all ES Candidates, one-on-one faculty-student tutorials, cross-cultural internships (local and abroad), a mid-point “interview” which permits students to reflect on their growth as individuals and prospective teachers--with an emphasis on strengths and next steps, and a capstone experience challenging students to position themselves as educational leaders and social change agents, both locally and globally. In addition to requiring a double major in a content area other than education studies, ES uses the college’s core curriculum to support students' pedagogical content knowledge and assist them in ultimately mastering the appropriate State teaching standards. All faculty members who teach in the college, especially since students are required to double major, are considered vital to the education of Guilford College’s teacher candidates. The primary goal of the teacher education program is to develop educators who are grounded in the liberal arts; are self-confident, inquisitive, reflective, and thoughtful in their practice; are analytical and mindful of learning context; and possess the ability to base educational decisions on the needs of each student whom they teach. Continuous authentic assessment is a key component of knowing and understanding personal and professional growth; reflective practices facilitate this assessment. As such, candidates are continuously challenged to examine themselves as teacher/learner/leaders (TLL) via self-reflection and analysis. The Education

Studies Program has been cited, in the past, by National accreditors for having exemplary practice in the integration of cultural diversity into its curriculum.

Program Areas and Levels Offered

The ES Program offers a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in Elementary Education, Secondary Social Studies, and Secondary English. Additionally, the K-12 Languages (Spanish and French) licensure area has graduated its first candidate, and has another in the upcoming student teacher block. Licensure areas in K-12 physical education and secondary science have been approved by the College, with the goal of the secondary science licensure program becoming operational in Fall 2012. Proposals for these programs will be submitted to the State, when appropriate funding is secured to implement the programs. A Licensure-Only Program (with the option of obtaining a major) for those who have completed a bachelor’s degree is also offered to graduates of any 4-year, accredited college who qualify for admission.

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

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

| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Priorities Identified in Collaboration with LEAs/Schools | Activities and/or Programs Implemented to Address the Priorities | Start and End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
|---|--|--|---|--|--|
| <p>Guilford Elementary School Guilford Elementary (preK-5) officially opened in August 2007. The first two years were challenges for the staff in preparing students for performance on EOGs to successfully meet their AYP goals. ES had formal collaborative plans with</p> | <p>(Adapted from Guilford Elementary School Improvement Plan) A. All students will show growth in reading and will meet and/or exceed local and state expectations - Flexible guided reading groups will be implemented and Personalized Education Plans will be developed for</p> | <p>(Initiatives to address School Improvement Plan goals) A.1. Interns and student teachers created and taught reading lessons based on these criteria. A.2. GE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the contents in</p> | <p>June 2009-ongoing: partnership established. June 2010-ongoing: specific SIP initiatives addressed.</p> | <p>Administration (principal and APs), and majority of faculty, > 40.</p> | <p>(Addressing School Improvement Plan goals) A.1.& 2. GE teachers noted the success of intern and student teacher lesson development and implementation, assuring that reading plans reflected the criteria for reading instruction. The lesson plan format used by the student teachers that incorporated many of the elements from the new State standards was also</p> |

| | | | | | |
|---|--|--|--|--|---|
| <p>Guilford Elementary School to help better prepare students for EOG tests during the 2008-9 school year as a result of the spring 2008 scores that kept Guilford Elementary from reaching their AYP. However, for spring 2009 Guilford met their AYP and students achieved at a much higher level. During the 2009-10 school year Guilford College students and faculty worked to help the Guilford Elementary staff maintain and exceed the standards set with the 2009 AYP.</p> | <p>all Level 1 and 2 students. - Guided reading groups will be implemented at the instructional level with teacher directed reading implemented at grade level with differentiation and individualized instruction developed for students working below level. B. All students will show growth in math and will meet and/or exceed local and state expectations. - a 90 minute instructional block consisting of teacher instruction, centers, small group instruction, and tutor sessions for Level 1 and 2 students will be implemented. (Separate School</p> | <p>reading plans reflected the criteria for reading instruction. A.3. Student teachers developed units (Candidate – Evidence 3) and activities to meet the criteria and promote student growth in reading (Candidate – Evidence 5). B.1. Interns and student teachers created and taught math lessons based on these criteria. B.2. GE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the contents in math plans reflected the criteria for math instruction. B.3. Student teachers developed units (Candidate – Evidence 3)</p> | | | <p>used by all teachers in the building. A.3. - Student teacher impact papers showed growth (recorded on separate data charts included in each evidence appendix) in reading where the criteria were addressed and research based practices were implemented. - Benchmark and EOG data showed marked improvement in the area of reading for students with whom interns and student teachers worked. B.1 & 2. GE teachers noted the success of intern and student teacher lesson development and implementation, assuring that math plans reflected the criteria for math instruction. The lesson plan format used by the student teachers that incorporated many of the elements from the new State standards was also used by all teachers in the building. B.3. - Student teacher</p> |
|---|--|--|--|--|---|

| | | | | | |
|---|---|---|--|--|--|
| | Initiatives) C. Help ESL learners become more proficient in English and be more successful with academic performance. | and activities to meet the criteria and promote student growth in math (Candidate – Evidence 5). C. Guilford College education students from the cultural diversity course with guidance from Guilford ES faculty created and implemented tutoring sessions for ESL students. | | | impact papers showed growth (recorded on separate data charts included in each evidence appendix) in math where the criteria were addressed and research based practices were implemented. - Benchmark and EOG data showed marked improvement in the area of math for students with whom interns and student teachers worked. C. Staff at Guilford Elementary reported that the students attending the tutoring had become more successful in class work and performed at a higher level on benchmark tests. Parents of the ESL students expressed gratitude for the extra time the college students spent in helping their children be more successful in their academic performance. |
| Elementary (Public Magnet School) Erwin Montessori is a highly- | (Adapted from Erwin’s School Improvement Plan) 1. Met goals for | (Initiatives to address School Improvement Plan goals) 1. Interns placed at Erwin | June 2009-ongoing: partnership established. June 2010-ongoing: | Administrator s and various teachers, dependent upon number of interns | (Addressing School Improvement Plan goals) 1. Interns promoted collaboration |

| | | | | | |
|---|---|--|---|--|---|
| <p>impacted urban, magnet, Montessori school serving grade preK-5. ES elementary faculty has worked more collaboratively with Erwin to place interns in the school.</p> | <p>citizenship according to the Guilford County Character Education Pan. 2. Mesh Montessori methods with traditional expectations in order to achieve high EOG test scores. 3. Integrate Montessori, State and district objectives to develop and implement an effective instructional program.</p> | <p>Montessori collaboratively organized a junior voting campaign. The second and fifth grades worked together to conduct voting for a school mural. Student conducted the vote in a mock polling place. 2. The majority of the interns were placed in grades 3 through 5 to help lower the student-teacher ratio in order to better prepare Erwin students for successful performance on EOG testing. 3. Interns worked with Erwin teachers to integrate Montessori, State, and district objectives.</p> | <p>specific SIP initiatives addressed.</p> | | <p>between grade levels as well as development of character and understanding of the voting process in the USA. 2. Interns worked closely with supervising teachers in designing activities that were Montessori in nature, but also helped to prepare students for success on EOGs. 3. Interns were required to show Montessori, State, and district objectives in all lesson plans.</p> |
| <p>Vandalia Elementary School As one of the smallest (266 students) PreK-5, elementary schools in Guilford</p> | <p>(Adapted from Vandalia Elementary School Improvement Plan) A. By 2012, Vandalia will increase</p> | <p>(Initiatives to address School Improvement Plan goals) A.1. Interns and student teachers created and taught math</p> | <p>June 2010-ongoing: specific SIP initiatives addressed.</p> | <p>Administration (principal and APs), and majority of faculty, dependent upon interns, etc.</p> | <p>(Addressing School Improvement Plan goals) A.1 & 2.VE teachers noted the success of intern and student teacher lesson development and</p> |

| | | | | | |
|--|---|--|--|--|--|
| <p>County, Vandalia has all of the components of a private school in a public school setting. Yet, Vandalia has numerous challenges to meet related to the academic needs of their students. It has recently been added to the list of Guilford County Schools Mission Possible Schools.</p> | <p>student proficiency rates in math from 78.6% to 90%.</p> | <p>lessons based on these criteria. A.2. VE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the contents in math plans reflected the criteria for math instruction. A.3. Student teachers developed units (Candidate – Evidence 3) and activities to meet the criteria and promote student growth in math (Candidate – Evidence 5).</p> | | | <p>implementation, assuring that math plans reflected the criteria for math instruction. A.3. - Student teacher impact papers showed growth (recorded on separate data charts included in each evidence appendix) in math where the criteria were addressed and research based practices were implemented. - Benchmark and EOG data showed marked improvement in the area of math for students with whom interns and student teachers worked. Summary: Students increased reading scores on Benchmark tests from the third to the fourth quarter and showed more engagement in reading in the classroom. Every student achieved or exceeded his or her target score.</p> |
| <p>Northern Guilford Middle School In 2010, Northern Guilford Middle School embarks on its</p> | <p>(Specific school initiatives) To continue to explore communication among and between</p> | <p>(Initiatives to address school goals) 1. One ES faculty member was elected to membership on Northern</p> | <p>June 2009- Ongoing (leadership team membership is for two more years)</p> | <p>School Improvement team: Four administrators , 7 faculty, 2-3 parent volunteers. Future SIP</p> | <p>(Addressing School Improvement Plan goals) 1. Faculty membership on school leadership team, for second year. 2. School</p> |

| | | | | | |
|---|--|---|--|--|---|
| <p>fifth year of existence in northern Guilford County. Northern Guilford Middle boasts of an ethnically, socially, academically, and economically diverse student population While Northern Guilford Middle can be proud of the experienced growth in its ABCs and achieved AYP, achievement for all subgroups must be raised. As student growth at Northern continues, the school is confronted with changing subgroup populations from one year to the next.</p> | <p>school and College faculty. Doing this will enable faculty to help with the schools' SIP in future years.</p> | <p>Middle School Leadership team to help facilitate conversation between school and College. 2. Communication between Guilford faculty and one of the schools' Assistant Principals has occurred in identifying future specific work with the schools' SIP.</p> | | <p>initiatives: Established communication with AP is initial step.</p> | <p>administration and faculty plan to meet over the summer to identify specific SIP initiatives that can be addressed in Fall 2011.</p> |
| <p>Summerfield Elementary School Summerfield Elementary is located in northwestern Guilford</p> | <p>(Specific school initiatives) To improve upon science fair preparation and participation</p> | <p>(Initiatives to address school goals) 1. Continued consulting by Guilford faculty to help teachers</p> | <p>June 2009-ongoing: partnership established. June 2010-ongoing: continued work re.</p> | <p>One fifth grade teacher, 23 students.</p> | <p>(Addressing School Improvement Plan goals) 1. Faculty continued to serve as "contact individual" for all inquires re.</p> |

| | | | | | |
|--|--|---|-----------------------------|--|---|
| <p>County in the town of Summerfield. The current enrollment is 654 for students in grades K-5. Currently kindergarten and first grade students are housed at the Annex at Laughlin School. Summerfield Elementary has achieved the distinction of School of Excellence for the past ten years in a row, with overall math and reading proficiency above 90%. Summerfield's learning community believes that teamwork, communication, and cooperation are the key components of success.</p> | <p>of students.</p> | <p>prepare students for successful participation in science fairs and to also provide support for parents, as necessary, when helping their children with the science fair.</p> | <p>science improvement.</p> | | <p>science fair for parents and teachers. Faculty also recruited judges for, and judged, school science fair.</p> |
| <p>Joyner Elementary School Joyner was a junior high school prior to 1984 when it became a K-5</p> | <p>(Adapted from Joyner Elementary School Improvement Plan) A. Improve reading</p> | <p>(Initiatives to address School Improvement Plan goals) A.1. Interns and student teachers created and</p> | <p>August 2010-ongoing</p> | <p>Administration (principal and APs), and majority of faculty, dependent upon interns, etc.</p> | <p>(Addressing School Improvement Plan goals) A.1 & 2. JE teachers noted the success of intern and student teacher lesson</p> |

| | | | | | |
|---|--|--|--------------------------|--|--|
| <p>school. It is a small school of 382 students grades K-5. The student population is diverse and was under the leadership of a new principal for the 2010-2011 school year. The focus on establishing a more positive learning environment has been a major goal as Joyner is working to meet the academic challenges of their students.</p> | <p>strategies across content areas to improve student achievement. According to AYP results there is a significant gap between economically disadvantaged students and whole school in reading (8.7 points).</p> | <p>taught reading lessons based on these criteria. A.2. JE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the contents in reading plans reflected the criteria for reading instruction. A.3. Student teachers developed units (Candidate – Evidence 3) and activities to meet the criteria and promote student growth in reading (Candidate – Evidence 5).</p> | | | <p>development and implementation, assuring that reading plans reflected the criteria for reading instruction. A.3. - Student teacher impact papers showed growth (recorded on separate data charts included in each evidence appendix) in reading where the criteria were addressed and research based practices were implemented. - Benchmark and EOG data showed marked improvement in the area of reading for students with whom interns and student teachers worked. Summary: students increased reading scores on Benchmark tests from the third to the fourth quarter and showed more engagement in reading in the classroom. Every student achieved or exceeded his or her target score.</p> |
| <p>Guilford Middle School Guilford Middle is a grade 7-9</p> | <p>(Adapted from Guilford Middle School Improvement Plan) A.</p> | <p>(Initiatives to address School Improvement Plan goals) A. 1. Student</p> | <p>June 2010-Ongoing</p> | <p>Administrator s and various teachers, dependent upon number</p> | <p>(Addressing School Improvement Plan goals) A.1. - Student teacher</p> |

| | | | | | |
|--|--|--|--|-------------------|--|
| <p>school with approximately 735 students. Math scores continue to show growth and improvement at each grade level and with each subgroup. 8th grade math scores showed the most growth-5.448 (c-ratio). 6th grade math students also showed growth with 1.759 (c-ratio). Both 6th and 8th grades achieved high growth status while 7th grade students achieved expected growth status. Each subgroup met the AYP goals with Limited English Proficient students achieving at 77.9%. Students with disabilities performed at an exceptionally high level with 86.4% proficiency. Guilford Middle School also</p> | <p>Improve reading proficiency. Reading Proficiency for the 2009-10 school year was 72.5% Our goal will be to meet the new AYP Proficiency standard of 77.0%</p> | <p>teachers developed units (Candidate – Evidence 3) and activities to meet the criteria and promote student growth in reading (Candidate – Evidence 5).</p> | | <p>of interns</p> | <p>impact papers showed growth (recorded on separate data charts included in each evidence appendix) in reading where the criteria were addressed and research based practices were implemented. - Benchmark and EOG data showed marked improvement in the area of reading for students with whom student teachers worked.</p> |
|--|--|--|--|-------------------|--|

| | | | | | |
|---|--|---|---|--|--|
| <p>successfully completed all AYP reading goals. 6th and 8th grade students achieved high growth while 7th grade students achieved expected growth.</p> | | | | | |
| <p>Grimsley High School Grimsley High School is a school of progress with high growth, but one of changing diversity and increased problems with discipline issues. Disaggregated data indicates an increase in low performance among certain groups of students. Collaboration with Grimsley High School is focused in the English and Social Studies departments around work with student teachers and tutoring assistance.</p> | <p>(Specific Initiatives) 1. Work with students based on two needs identified in the school's School Improvement Plan (SIP). a. By June 2011, students scoring Level III and Level IV on Algebra I will increase from 58% to 65% as measured by the EOC exam b. Teachers will continue to incorporate technology from 2008-2009 c. Improve students' success on 10th grade writing test through tutoring sessions 2. Continue to</p> | <p>(Initiatives to address school goal) 1. a. Tutored students after school for two weeks. Identified specific Algebra EOC standards that needed specific remediation: Standard 2.02 and 4.01a. 1. b. Guilford interns implemented new technology obtained by the schools (Mobi Whiteboard Student Response Systems) in the tutoring sessions. 1.c. Tutoring sessions and specific writing prompts were</p> | <p>Aug. 2010-ongoing (re. partnerships) . Regarding specific SIP initiatives, Dec. 2010 - May 2011.</p> | <p>Administrators, Curriculum Facilitator, two "contact teachers", select content area teachers.</p> | <p>(Addressing the school goals) 1.a & b. As confirmed by the instructor and candidate observations, the use of technology significantly enhanced student learning. In the time instructing and assessing Grimsley students, it was determined by Grimsley math teachers that Grimsley students gained a better understanding of Algebra I. 1.c. At the beginning of the tutoring sessions most students acted disinterested and many were very confused. By the end of the tutoring sessions Grimsley faculty and Guilford candidates observed most students demonstrated</p> |

| | | | | | |
|--|--|---|--|--|---|
| | facilitate communication and partnership between Grimsley HS and Guilford College. | staffed and developed by Guilford Interns. Guilford interns also developed two graphic organizers to help Grimsley students with writing more clearly to the writing prompts. | | | greater understanding of the prompts and the writing test in general 2a . A social studies teacher has continued to work with Guilford interns to better prepare them for student teaching experiences and to help provide enculturation into the Grimsley school culture. 2b. Another teacher, an English teacher, has been hired, to help teach in and plan the secondary education internship block. |
| SE Guilford high School Southeast High School serves approximately 1325 students in rural Guilford County. Student achievement has steadily increased over the past three years with a strong focus on teachers working in “Professional Learning Communities”. Faculty moral and school | (Specific school initiatives) From SIP: By 2011, SEHS will reduce the achievement gap for African American, Economically Disadvantaged Students and Students with Disabilities by 10 percent on EOC exam composites. | (Initiatives to address school goals) 1. EOC teachers will utilize EVAAS data to identify targeted subgroups and predicted proficiency levels | Aug. 2010-ongoing (re. partnerships) . Regarding specific SIP initiatives, Dec. 2010 - May 2011. | Administrator s, Curriculum Facilitator, two "contact teachers", select content area teachers. | Addressing School Improvement Plan goals) 1. Guilford interns worked with SEHS faculty to identify various achievement gaps at the school, as it pertains to EOC data. Specific variables/constructs focused on: gender, ethnicity, E.D., L.E.P. Information obtained was then shared with school faculty and administrators to apply to SIP initiatives. |

| | | | | | |
|---|--|--|--|--|--|
| spirit are strong points for our school. Our curriculum offers a variety of Advanced Placement, Honors level courses and a strong CTE department. | | | | | |
|---|--|--|--|--|--|

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

All full-time ES faculty routinely offer professional development presentations and workshops, model lessons, tutor, and work with beginning and career teachers in various capacities. In addition, faculty members from other departments at Guilford College are involved with public schools. Faculty members from several departments at Guilford continued to tutor and read stories in local elementary schools. A political science faculty member guest lectured this past year about the Galapagos Islands and also on the concept of democracy at a local school. Art faculty have supervised Guilford interns in the public schools as the interns taught and assisted with the teaching of art in the schools. The science faculty supported public education with such contributions as: supervision of college students who volunteer in public schools; providing assistance to teachers with science experiments; providing information resources for science teachers; lending science equipment; judging science fairs for local schools; chaperoning field trips for science-related destinations (zoos, etc.) and giving lectures on discipline-specific topics. A music faculty member is the President of the Board of a non-profit organization that focuses on helping schools with music and the arts, Music for a Great Space. As part of that program, this faculty member arranged for a concert jazz trio to perform for about 300 students at Weaver Academy (a specialized high school in Guilford County). History professors presented workshops in Guilford County Schools in conjunction with a Teaching American History Grant, called "Building Bridges." In addition they helped work with high school social studies teachers in preparing the Northwest Guilford High School "We the People" team for competition, along with faculty in Peace and Conflict Studies, Business, and Political Science. (The HS team won the state competition and came in 9th nationally!) A mathematics faculty member offers tutoring session for students in multiple courses. One faculty member continues to teach over the summer for the NC Governor's School. Finally, many faculty members were involved in the traditional activities as volunteers and parents: serving on PTAs, School Boards, School Leadership Teams, and School Improvement Committees.

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

Each year, ES faculty members encourage graduates to return for conversation about their experiences as public school teachers throughout the semester. These meetings provide graduates an opportunity to network with each other, sharing knowledge and ideas about how to adjust to their new roles as professional educators. These reunions include graduates who are involved in

their initial years of teaching. Faculty provide on-going dialogue via e-mail with novice teachers who cannot attend. Furthermore, recent graduates often serve as guest lecturers in ES advanced curriculum and address candidates' relevant concerns. The spring 2009 elementary student teachers formed an organization, Guilford College Student Teacher Association, and created a scholarship fund for future ES student teachers; support for this endeavor continued in 2011. ES faculty continue to visit and team teach with graduates in their first classrooms, maintain contact via phone and email, and provide informal support and professional contact via periodic face-to-face conversations. ES faculty arrange a Project Wild Workshop for all area teachers in Guilford and surrounding counties each semester and also in the summer. These workshops permit inservice teachers to obtain CEU's for participation. The College is continually updating an ES student directory, a resource that helps students with job placement and the ES department in keeping contact with alumni. In 2009-2010, ES faculty worked specifically with faculty at one school to help train beginning (and all) faculty how to understand new State assessment protocol adopted by the school. The same faculty member developed a resource guide to help new faculty in developing areas where they have not yet reached the proficiency level. Another ES faculty member worked with the Curriculum Facilitator at Guilford Elementary, one of Guilford Colleges partnership schools, to provide monthly support group meetings for first year teachers. Finally, another ES faculty recently completed his first year, and has begun his second, as member of a local school's leadership team, to help all faculty have a voice in school planning and curricular development. Likewise, a faculty member has been asked to work closely with faculty at a school and help with the instruction of science and differentiated instruction, for the Spring 2011 and Fall 2011 semesters.

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

Guilford College's ES Program has historically served traditional, college-aged students. However, the increased need for highly qualified teachers in public schools promotes ES Program's continual adaptation in order to serve more adults and non-traditional students, particularly licensure only candidates. In fact, this need has been the preeminent reason that ES enrollment has gone from approximately 50 majors to approximately 240 in ten years. Previously, this evening licensure only option was offered for only Elementary K-6 candidates, but now it is also offered as a night major in secondary social studies. Multiple sections of selected night and summer courses are scheduled to meet the non-traditional students' demand. There is a continued impetus to aggressively market this "licensure only" program, with three community-wide information sessions each semester and during the summer. One ES faculty member met with teacher assistants in a nearby county, Alamance, to discuss the ES options and encourage their participation in a licensure program. "Licensure only" is designed for individuals with bachelor's degrees, who wish to complete teacher licensure requirements. As an incentive the College offers tuition discounts for this group of students. Similarly, students, seeking a licensure-only program are provided with an option to obtain an additional bachelor degree as they are completing the license requirements. In addition, the ES Program has established a formal connection with the Piedmont Alternative Licensure (PAL) Program created by the collaboration of Bennett College and Greensboro College. Efforts with program revision and extension promote a continual increase in enrollment of non-traditional students. There is ongoing examination with the administration of the College about the development of a lateral entry program. ES faculty continue to provide advice and support to interested lateral entry students and provide enrollment in courses when feasible. One faculty member's contact information is provided to lateral entry teachers by the College's Center for Continuing Education to help facilitate response time to inquiries, etc.

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

In addition to providing mentoring, field placements, career teachers assist us in the placement of undergraduates for clinical assignments early in the program. The ES Department's support of career teachers provides a means of "giving back" to individuals and groups who assist in providing current students with opportunities to experience and analyze the relationship between theory and practice. Due to our generally strong rapport with our students, graduates eagerly keep in contact and ask questions and seek guidance of ES faculty (and ES faculty do the same-- seek guidance and practical experience insight from these students). In fortifying relationships with partner schools, activities to help meet the needs of career teachers are provided. In listening to career teachers ES faculty develop programs to specifically address expressed needs. ES faculty continue to work closely with Early College Public School faculty and administration (a public school for precocious youth located at the college) in curriculum development, examination of pedagogical content knowledge, and supervision of ES students in the Early College classrooms via internships. Public school teachers and principals participate in the Guilford College ES Committee to provide input regarding public school needs and collaborate with ES in planning and developing programs that are relevant to the public school classroom. An ES faculty member has just completed his first year on a School Leadership Team (and is beginning his second) and has taught workshops at that school, based on identification of need by the principal. Likewise, one ES faculty member conducted a 4-day workshop on the new NC teacher assessment system and has continued to work with that school in assisting new teachers. One faculty member is also working with a local school by providing mentoring to a high school science teacher and also providing the entire faculty with workshops on differentiated instruction (ongoing for the 2011-2012 year, as well).

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

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

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

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

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

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

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

Supplemental Information (Optional)

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

ES Program faculty continues to carefully advise students on the required test-taking procedures and overall scheduling process for the PRAXIS. Guilford students have consistently done well on the state required Praxis tests. In two ES courses, time is provided for Praxis preparation and a copy of preparation materials is on reserve in the Guilford College library and in faculty offices. These materials are based on questions from past Praxis tests obtained from Educational Testing Service. Students who have learning differences or need assistance with specific skills such as grammar, spelling, or math are given support by the Learning Commons (LC) on campus. The Department also has, on reserve, PRAXIS study guides for students. PRAXIS help sessions are provided for students to answer any general questions and to help students sign up for the exam. One faculty member has recently been appointed to be the "PRAXIS Point Person" for student inquiries and has also identified and assisted students in enrolling in PRAXIS

workshops offered at local Colleges and Universities. That same faculty member provided mini-Praxis II reviews at the end of each student teacher seminar session, distributed study materials to student teachers, and conducted half-day study sessions on Saturdays and Sundays during the fall 2010 and spring 2011 semesters. As part of the weekend sessions, recent graduates, who had successfully completed Praxis II, offered tips to the student teachers on studying and test taking strategies.

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

ES faculty expend considerable effort to ensure that faculty advisors throughout the college have sound knowledge of the ES Program and are able to answer students' questions. To help facilitate this, ES faculty have been conducting intensive meetings (specifically history, psychology, and English) with other departmental faculty who teach in the general curriculum and greatly contribute to our licensure areas through our ES Committee. A First Year Experience (FYE) course serving all first-year students is being offered again in Fall 2011 to provide new students with opportunities to consider teaching as a career. The ES regularly meets with Admissions, Financial Aid, and Continuing Education staff to discuss recruitment—this is especially true in working with our non-traditional students, who make up the majority of our population. The continued development of ES descriptive literature also served to intensify recruitment efforts. ES faculty hold multiple information sessions regarding our Program and its requirements each semester. These information sessions occur at the beginning of each semester and provide prospective candidates an opportunity to ask questions and learn about teacher licensure at Guilford College. Additionally, in the first course of our Program, students are required to download and read a "checksheet" identifying critical aspects/requirements of our Program. These checksheets are part of the students' permanent file. As part of our current revisioning process, ES faculty have worked closely with content-specific faculty and, as necessary, with the College registrar to craft Programmatic Checksheets that accurately reflect changes in our Program. These checksheets are used by faculty and by College recruitment officials in recruitment. At the request of the College's Admission's Department, ES faculty continues to present classes at "Preview Days" and during "Spring into Guilford" activities for prospective students. ES faculty then handwrite letters to prospective candidates, as identified by the College's Dean of Admissions and Recruiting. ES faculty also interview honors students who express interest in education and respond to myriad phone calls and emails from prospective parents and candidates about the Program. Arrangements are made for applicants interested in education to visit ES classes and spend time with present students. ES faculty attended information sessions organized by the Center for Continuing Education (CCE) to recruit students into our newly re-designed degree and "licensure-only" programs (a minimum of six times per academic year). Faculty also held Departmental Open Houses for prospective students; attended college-wide admissions open houses; provided lunch discussions with prospective students; and revised the night and summer schedules to better address the needs of non-traditional students (by the addition of a 4:00pm course time). Faculty have continued to attend and provide Program information at sessions organized by local community colleges for transfer of community college students majoring in education to local 4-year institutions, as necessary.

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

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

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

ES faculty welcomed a new, two-year hire in secondary education. Two faculty members received positive four-year reviews, while another has been granted a year-long sabbatical to work in Italy. There has been continued support and development of collaborative relationships with Guilford Elementary, Erwin Montessori, Summerfield Elementary School, Newcomers School, Northern Middle School, and Western and Grimsley Senior High Schools, although due to one secondary education faculty leaving Guilford, and the other on a year-long sabbatical, partnerships at the High Schools are now being re-evaluated/ re-established. In this process, a relationship with SE Guilford HS has been established. In addition, because of the enrollment increase with the Elementary K-6 program new partnerships were developed in spring 2010 with Vandalia Elementary, Joyner Elementary, and Guilford Middle School. These programs were implemented in fall 2010 and spring 2011. Two other schools, Summerfield Elementary and Peeler Open School, have expressed interest in establishing partnerships in the near future. We will be starting a partnership with Peeler Open in the fall of 2011. Along with UNC-Greensboro,

collaborative efforts have been initiated in writing for publication in practitioner - and research-based journals, in addition to presentations at local and national organizations.

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|----------------|--------------------------------|-----------|--------------------------------|-----------|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 7 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 9 | White, Not Hispanic Origin | 35 |
| | Other | | Other | 2 |
| | Total | 10 | Total | 46 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 3 |
| | Hispanic | | Hispanic | 2 |
| | White, Not Hispanic Origin | 6 | White, Not Hispanic Origin | 15 |
| | Other | | Other | |
| | Total | 7 | Total | 21 |
| 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 | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

| | Baccalaureate |
|-------------------------|---------------|
| MEAN SAT Total | 1,182 |
| MEAN SAT-Math | 578 |
| MEAN SAT-Verbal | * |
| MEAN ACT Composite | * |
| MEAN ACT-Math | N/A |
| MEAN ACT-English | * |
| MEAN PPST-R | 179 |
| MEAN PPST-W | 177 |
| MEAN PPST-M | 177 |
| MEAN CBT-R | N/A |
| MEAN CBT-W | N/A |
| MEAN CBT-M | * |
| MEAN GPA | 3.30 |
| 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) | | | | |
| Elementary (K-6) | 4 | 12 | | 12 |
| Middle Grades (6-9) | | | | |
| Secondary (9-12) | | 1 | | 4 |
| Special Subject Areas (K-12) | | 1 | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 4 | 14 | | 16 |
| 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 | 20 | 100 |
| Institution Summary | 20 | 100 |
| * To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed. | | |

F. Time from admission into professional education program until program completion.

| Full Time | | | | | | |
|------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 30 | 4 | | | | |
| U Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| Comment or Explanation | | | | | | |
| | | | | | | |

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

| 2009-2010 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 26 | 88 | 42 |
| 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 | 125 |
| Forsyth County Schools | 39 |
| Rockingham County Schools | 30 |
| Randolph County Schools | 23 |
| Alamance-Burlington Schools | 21 |
| Davidson County Schools | 12 |
| Wake County Schools | 12 |
| Durham Public Schools | 7 |
| Charlotte-Mecklenburg Schools | 7 |
| Chapel Hill-Carrboro Schools | 7 |

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

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

III. Teacher Education Faculty

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|--|--|---|
| 4 | 1 | . |