

IHE Bachelor Performance Report

UNC-Greensboro

2010 - 2011

Overview of the Institution

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women. Formerly The Woman's College, one of the three original institutions of The Consolidated University of North Carolina, it has been highly regarded for 120 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad region of the state. UNCG is committed to being a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service, and is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. The student body reflects the rich cultural diversity of the world, nation and state. UNCG enrolls about 4000 new undergraduate and graduate students and 1600 transfer students annually. Of UNCG's 18,478 students in 2010-11, 80% were undergraduates and 20% were graduate students, 66% of undergraduates were female and 34% male, and 7% of resident undergraduates and 17% of resident graduate students were from out-of-state. The ethnic minority enrollment was 34%, including 23% African American undergraduate students and 13% African American graduate students. Approximately 67.7% of degree-seeking undergraduate students received financial aid. The UNCG faculty is committed to excellence in teaching, research, and public service: 51% of the 838 full-time faculty was tenured, while 79% held the doctorate or terminal degree in their fields. The ratio of students to faculty was 17:1. Academic schools/programs are organized into Arts and Sciences; Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music, Theatre and Dance; Nursing; Graduate School; and the Joint School of Nanoscience and Nanoengineering, in conjunction with North Carolina Agricultural and Technical State University. Five of the nine academic units offer programs leading to teacher, administrator and other school personnel licensure. In 2009-10, UNCG awarded 2,576 undergraduate, 965 masters and specialists, and 113 doctoral degrees.

Special Characteristics

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. The UNCG School of Education (SOE) is organized into 6 departments: Counseling and Educational Development (CED), Educational Leadership and Cultural Foundations (ELC), Educational Research Methodology (ERM), Library and Information Studies (LIS), Specialized Educational Services (SES), and Teacher Education and Higher Education (TEHE). It was ranked 64th in U.S. News and World Report ranking of graduate schools of education. Counselor Education was ranked 4th in the nation and

Library and Information Studies ranked 29th. The Department of Educational Research and Measurement is a member of the Academic Common Market. The Department of Specialized Education Services is a member of the Higher Education Consortium in Special Education, the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas. SES offers an undergraduate educational interpreting program, 1 of 6 in the southeast U.S. and the only one in North Carolina, and a dual major program that combines elementary and special education. SES also offers the only American Sign Language teacher licensure program at a North Carolina public university. The SOE supports one of the largest Teaching Fellows programs in the state, with 181 students. The SOE hosts several affiliated programs including the Center for Educational Studies and Development, NC Principal Fellows Program, The College Foundation of North Carolina, The Piedmont Triad Education Consortium, and SERVE.

Program Areas and Levels Offered

UNCG's professional education licensure programs are housed in four professional schools (Education, Health and Human Performance, Human Environmental Sciences, and Music, Theatre & Dance) and the College of Arts and Sciences. The Teachers Academy, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs, facilitating collaboration and communication among UNCG's 29 teaching licensure programs. Ten undergraduate programs are offered through the SOE, alone or in conjunction with university academic units; 10 are offered through other schools on campus. The following initial licensure programs are offered at the undergraduate level: American sign language (ASL); art; birth-kindergarten; comprehensive science; comprehensive social studies; dance; education of the deaf and hard of hearing; elementary education; elementary/special education dual major; English; health and physical education; mathematics; middle grades education in language arts, mathematics, science and social studies; music; second language studies in French, Latin and Spanish; school social work; special education: general curriculum; and theatre arts. English as a second language is offered as an add-on licensure program. Post-baccalaureate certificates are offered for middle grades, secondary, second language education and special education. The following programs are offered at the graduate level: birth-kindergarten; chemistry, comprehensive science; comprehensive social studies; dance, elementary education; English as a second language; instructional technology specialist; mathematics; middle grades education; media coordinator; media supervisor, music; reading; school administrator; school counselor; second language studies in French, Latin, Spanish; special education: learning disabled and behaviorally-emotionally disabled; speech and language pathology; and theater arts; as well as post-master's certificates in college teaching, school counseling, and educational leadership. UNCG is accredited by the National Council for Accreditation of Teacher Education. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, Council for Exceptional Children, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, and Council for the Accreditation of Counseling and Related Educational Programs.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>Guilford County Partnership: The School of Education and Guilford County Schools</p>	<p>The GCS-UNCG Partnership is designed to bring the expertise and resources of the school district and university together in a collaborative effort to improve the education of all students and the preparation of 21st century educational leaders, including teachers, administrators, and support personnel. The Partnership works toward simultaneous renewal and program improvement in the following areas: 1. Teacher education preparation 2. PK-12 student achievement 3. Research/knowl</p>	<p>1. Meetings of the Steering Committee were held. 2. UNCG participated in the planning and implementation of a high school professional development school (PDS) in Guilford County. 3. University and school staff collaborated in the management of field placements. 4. Collaborative planning and implementation of four grants: two in science, one in mathematics, and one in educational leadership (see next four items)</p>	<p>2010-11 academic year</p>	<p>Impact on UNCG professional education and GCS staff and students</p>	<p>1. The Dean and Associate Dean of the School of Education, the Superintendent of Guilford County Schools, and other faculty and administrators met to discuss issues of mutual concern and growth, such as improvement of math and science education, support for beginning teachers, and preparation and support for alternative licensure teachers. 2. School and university faculty collaborated in planning and beginning activities of the high school PDS. Faculty worked with mathematics teachers. 3. As a</p>

	<p>edge development 4. Professional development for both the university and school district 5. Recruitment and retention of teachers and administrators</p>				<p>result of collaborative planning and ongoing communication about student teaching placements, the partnership has established procedures that are appropriate for the university and schools and that lead to relatively problem-free management. 4. Grants (see next four items)</p>
<p>National Science Foundation-GK-12 Award: UNCG Departments of Biology, Chemistry & Biochemistry, Geography and Teacher Education & Higher Education and Guilford County Schools (Montlieu Elementary, Welborn Middle, Andrews High)</p>	<p>The goals of the project are to provide opportunities for 1. GK-12 Fellows to learn to communicate research to a wide variety of audiences, develop lesson plans, develop leadership skills, enhance their teaching capability, and engage in research activities with students; 2. teachers to integrate new research into their teaching and learning and take part in professional</p>	<p>A \$2.8 million National Science Foundation Grant, this GK-12 award provides support for graduate students in biology, chemistry and geography to work with students and teachers at three schools as they do hands-on investigations about the health, biological and socioeconomic effects of changing land use patterns in</p>	<p>2010-2015</p>	<p>9 graduate students, approximately 235 students</p>	<p>Nine UNCG graduate students spent 10 hours per week in the school classroom to assist teachers and to prepare new science lessons, including science lessons related to their graduate science research. In 2010-11, students adopted the 2.5-mile greenway that runs behind their schools as part of a hands-on environmental project, picking up trash;</p>

	<p>development on inquiry-based science instruction and working with diverse student groups; 3. K–12 students to become engaged in new forms of science learning and research, with an emphasis on hands-on inquiry approaches, and to be exposed to a variety of STEM careers.</p>	<p>the region and explore STEM careers. The project provides a rich, multi-tiered instructional program for students, as well as professional development for teachers in inquiry-based activities involving highly integrated sciences. It also enhances graduate students’ understanding of K-12 education and improves their teaching, leadership, and communication skills.</p>			<p>planting trees, bushes and flowers; developing a butterfly garden; and studying water and soil. The project has provided a platform for six other external grants for activities and materials for science education in the classroom.</p>
<p>National Science Foundation Noyce Scholarship Program-Project ExSEL: The School of Education and Guilford County Schools</p>	<p>The goals of the project include the recruitment of science teachers for high need secondary schools.</p>	<p>A five-year National Science Foundation award was received in 2008-09 to recruit science teachers for high needs schools and provide financial and other support for participants. Advisors inform</p>	<p>2008-2013</p>	<p>3 Noyce Scholars</p>	<p>Students received \$10,000 Noyce scholarships and stipends for summer internships related to teaching. They will receive induction support when they begin to teach. It continues to be difficult to recruit sufficient numbers of</p>

		undergraduate science majors and post-baccalaureate students with degrees in STEM (science, technology, engineering and mathematics) about scholarship opportunities and work directly with the students after they apply for the scholarships.			students to science education. However, three students are currently participating.
Cumulative Effect Grant: UNCG School of Education Department of Curriculum & Instruction, UNCG College of Arts & Sciences, North Carolina Agricultural and Technical State University, Guilford County Schools (Andrews High, Bennett Middle College, Dudley High, Eastern High, High Point Central Academy, High Point Central High, NC A&T Middle College, the Academy at Smith, Smith High, Southern	The goal of the Cumulative Effect grant is the improvement of high school mathematics teachers' content knowledge and pedagogical strategies, with the ultimate the benefit of improving the mathematics knowledge and skills of high school students. The project focuses on high poverty and diverse high schools.	Professional development continued at the 10 Guilford County high schools, including a two-week summer workshop and mentoring for teachers. At the same time, nine doctoral students worked under the direction of faculty in the UNCG Department of Educational Research Methodology to develop models to identify students at risk	2006-present: This is an ongoing project. Title I schools in Guilford County Schools have partnered in this project since 2007, supported by funding from UNC General Administration and Action Greensboro . Winston-Salem/Forsyth County Schools joined the	62 High School Math teachers, 1827 students in Algebra I, 1393 students in Algebra II, 1736 students in Geometry in 10 GCS high schools; 9 doctoral students; UNCG and NCA&T faculty; and members of the Winston-Salem/Forsyth County Department	The third year evaluation found that students in Cumulative Effect schools increased their proficiency in Algebra I, Algebra II and Geometry from 2007 to 2009, with gains of 7.76%, 9.83% and 8.73%, respectively. Two of these gains were larger than the gains made by the non-Cumulative Effect schools. In addition, applications for teaching positions in the

High) and Winston-Salem/Forsyth County Schools		and evaluate the effectiveness of the Cumulative Effect project. A research project was conducted as part of the evaluation that included diagnostic modeling using benchmark tests in Algebra II.	project in 2011, with district funding.	of Research.	high need schools increased. Additional evaluation projects are being conducted at this time.
Guilford County Partnership/RttT Award- Piedmont Triad Leadership Academy: The School of Education and Guilford County Schools, Alamance/Burlington School System, Asheboro City Schools, and Winston-Salem/Forsyth County Schools	See MSA SEC Assessment Table.	See MSA SEC Assessment Table.	See MSA SEC Assessment Table.	See MSA SEC Assessment Table.	See MSA SEC Assessment Table.
Project ENRICH: The School of Education & Winston-Salem/Forsyth County Schools	The goals of Project ENRICH include the implementation and evaluation of improved models for teacher preparation and leadership development.	The grant, awarded in April 2010, includes a residency program for graduate-level initial licensure candidates, cohort-based undergraduate initial licensure programs, and professional development in mentoring and	April 1, 2010 through March 31, 2015	UNCG and WSFCS teachers and students will be involved and impacted. Currently, 8 residents are enrolled in the first residency cohort and 21 in the	Throughout the year, numerous meetings of the steering committee, as well as meetings between school and university partners, were held to develop directions, materials, curricula, and professional development, as well as to

		<p>leadership. By June 2010, the first graduate cohort had been selected and had begun coursework. These candidates have now completed their first year of teaching in Winston-Salem/Forsyth County Schools and will complete their Masters of Education by December of 2011. The partnership has selected residents and clinical teachers for the second cohort. The new candidates began coursework in summer 2011. In 2010-11, coaches also supported clinical faculty/cooperating teachers and UNCG faculty in the undergraduate initial licensure programs and provided professional development about inclusive models for</p>		<p>second cohort.</p>	<p>address any concerns as they arose. Detailed plans and procedures were developed and continue to be adjusted as need. By spring 2011, the first and second cohort of graduate-level resides were recruited, interviewed and enrolled in M.Ed. in science, mathematics, special education and English as a Second Language. Project ENRICH coaches also worked with cooperating teachers for four undergraduate "teams": elementary education juniors, elementary education seniors, dual major (elementary/special education) and middle grades. In order to begin evaluation, clinical faculty, coaches, candidates and</p>
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		undergraduate candidates in middle grades education and the elementary/special education dual major.			others were interviewed. The results of the interviews will be used to inform ongoing project activities as well as to support licensure program review and revision. A database has also been developed; it will provide additional data for project ENRICH and university licensure programs.
Off-Campus Master's Degree Programs: The School of Education Department of Library and Information Studies with Charlotte/Mecklenburg Schools	The goal of these partnerships is develop programs that are responsive to district needs and accessible to teachers and other school personnel in counties that are distant from campus.	The partnerships provide the opportunity to form strong cohort experiences, with close learning relationships among candidates and between faculty and candidates. Courses are offered either at county sites or online.	2010-11 (ongoing)	Approximately 20 candidates	UNCG continues to provide advanced degree programs to off-campus cohorts. Candidates are enthusiastic about the accessibility and quality of the programs and cohort experiences.
Professional Development Schools for Teacher Preparation: The School of Education and	The goal of professional development partnerships is to offer teacher preparation programs that	Two "teams" of elementary participated in internships in Professional Development Schools. The	2010-11 (ongoing)	Approximately 50 candidates	Candidates participated in degree program teams in PDS elementary schools. On most measures

<p>Chatham County Schools (Siler City) and Alamance/Burlington School System</p>	<p>reflect field and research-based best practices, support for K-12 learning, research opportunities, and professional development.</p>	<p>candidates had broad and intensive experiences in all aspects of teaching. Public school teachers and administrators were actively involved in pre-service training, professional development activities and school-based research, in collaboration with UNCG faculty. Please see the “Guilford County Partnership,” above, for information about the planning for a new high school professional development school.</p>			<p>of professional knowledge and skills, candidates in these partnerships receive ratings of proficient or higher.</p>
<p>Professional Development for Beginning and Career Teachers and Administrators: The School of Education and Triad Regional School Districts</p>	<p>Professional development activities are designed to improve teachers’ knowledge, skills and leadership, and, ultimately, improve B-12 achievement.</p>	<p>Workshops and institutes were developed collaboratively by UNCG faculty and public school teachers and administrators, and were responsive to public school needs. Among the</p>	<p>UNCG Summer Symposium for Future Ready Teachers & Yopp Summer Institute: June 2010 (4 days)</p>	<p>58 beginning teachers; 168 career teachers and administrators</p>	<p>The workshops/institutes were evaluated very positively by participants in terms of learning and accessibility. Participants expressed a desire to return for future activities.</p>

		<p>professional development activities, the School of Education offered the Yopp Professional Development Summer Institute for Beginning Teachers, a 2-day program for 58 recent UNCG graduates and other teachers. The institute focused on beginning teaching skills, including appropriate professional dispositions and effective communication with families and administrators. The SOE Summer Symposium for Future Ready Teachers, with 168 participants, was an annual conference in which a number of summer institutes were combined for greater accessibility to teachers and principals. The</p>			
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		participating institutes focused on ESOL, 21st century skills, differentiation of instruction, service learning, school law, and mentoring.			
Art for Newcomers: The Department of Art & Guilford County Schools Newcomer School	The goals are to provide GCS students a quality art experience that recognizes the various cultures that they represent, at the same time that candidates have the opportunity to increase their understanding of diversity.	The UNCG Art Education Program has created a partnership with the Guilford County Newcomers School for new immigrants and refugees. Art education candidates planned quality multicultural art lessons and delivered them to 1st through 12th graders. The candidates demonstrated leadership and innovation by studying cultures, ethnicities, learning differences and disabilities, and by planning art projects aligned with the ability levels, backgrounds and language	201-11(began in 2008, ongoing)	13 art education candidates and approximately 350 1st through 12th grade students.	The students (English language learners, some of whom had disabilities) received state of the art instruction, materials, and techniques for creating artwork. Each lesson adhered to NCSCOS for the Visual Arts.

		<p>needs of the students. Students, in turn, had the opportunity to learn about art in collaborative, interactive settings. Globally oriented, each project was related to the various cultures represented in the classroom. The students and candidates prepared an exhibition of the students' artwork for the end of the term.</p>			
<p>TESOL for ALL (Teaching English to Speakers of Other Languages = Academic Language and Literacy): The School of Education Department of Teacher Education & Higher Education, Asheboro City Schools (Balfour Elementary & North Asheboro Middle School)</p>	<p>TESOL for ALL has, as its goal, professional development for in-service teachers, university faculty and teacher candidates so that the needs of English language learners (ELL) can be better met.</p>	<p>TESOL for ALL is a 5-year, \$1.4 million grant awarded in 2007 by the U.S. Department of Education. Each year, the faculty offer professional development about working with English Language Learners. In 2010-11, this professional development was offered at two Asheboro</p>	<p>2007-present</p>	<p>19 teachers</p>	<p>Year-long PD, which included eight sessions (2 ½ hours each session for a total of 20 hours) resulted in teachers being prepared to work with ESOL students and to take the Praxis II in that area.</p>

		City schools. Training focused on research-verified instructional strategies and cultural information.			
Re-visioning: all UNCG initial licensure and graduate teacher preparation programs & their partner districts in the Triad region	The overall goal of program re-visioning is to develop new approaches to teacher preparation that are in alignment with State Board of Education goals, North Carolina Professional Teaching Standards and the needs of 21st century students. Currently, the specific goals involve the development of procedures for ongoing review and reform.	All programs worked with school partners to design programs that were responsive to state goals and standards and the needs of 21st century students. In a number of departments, advisory committees of school and university faculty and administrators and, often, graduates of UNCG programs and current students, meet periodically to continue this evaluation and program improvement process.	2007-present	The number of faculty and school partners varies by program.	The collaborative discussions and design resulted in the re-vision and state approval of undergraduate and graduate licensure programs. Faculty and school personnel continue their work at the program and unit levels, while also participating in statewide committees to develop a state review process.
Project TEEACH: SOE Department of Specialized Services & Alabama School Districts	The goal of the partnership is to provide support and professional development in areas of special education.	A faculty member in the Department of Specialized Education Services conducted	2010-11	16 Project TEEACH Scholar teachers and their students	Data analysis confirmed that the teachers who participated in Project TEEACH used

		monthly virtual “bug in ear” coaching sessions (real time coaching via audio-visual technology) for 16 Project TEEACH scholar graduates in 13 schools. The observer provided audio feedback to beginning teachers while they were delivering instruction.			evidence-based instructional practices and positive behavior support over time, while their students maintained high levels of engagement in their classes.
School Based Groups-Training & Evaluation Project: The School of Human Environmental Sciences Department of Social Work & Winston-Salem/Forsyth County Schools (Mineral Springs Elementary School, Mineral Springs Middle School, Ashley Elementary School, and Ashley Middle School)	The goal of the program is implement a group model to address a wide range of problems among at-risk students.	School Social Work faculty continued their collaborative research/training grant, funded by KB Reynolds, in which they trained school social workers to conduct groups using an evidence-based model to address a wide range of problems among at-risk students. School staff members were trained and consulted with university faculty throughout	Funded in spring 2009, continued 2009-2011	Eight school social workers and interns worked with 64 at-risk students.	Extensive data is being collected on these groups, including pre/post Child Behavior Checklist Youth Form, Social Behavioral Scales, Focus Group, and reports from facilitators.

		their eight-week groups. The faculty members then collected data using both qualitative and quantitative methods.			
Research on Mathematics: UNCG Department of Educational Research Methodology and Winston-Salem/Forsyth County Schools	The goal of the research project is to provide psychometric results of the Algebra I formative assessment.	The team performed standard psychometric analyses on Algebra I quarterly (benchmark) tests.	2010-11	4 research staff members, 7 ERM graduate students	The team performed standard psychometric analyses on Algebra I quarterly (benchmark) tests.
Research on Mathematics: UNCG Department of Educational Research Methodology and Winston-Salem/Forsyth County Schools	The goal of the research project is to develop an early warning system to identify students who are likely to drop out	Using demographic and grade information, the team conducted a logistic regression analyses to identify the best predictors of students at risk of dropping out of school.	2010-11	5 research staff members, 7 ERM graduate students	Using demographic and grade information, the team conducted a logistic regression analyses to identify the best predictors of students at risk of dropping out of school.
Orchestra Program: UNCG School of Music, Guilford County Clara J. Peck Elementary School, and the Greensboro Symphony	The goal is to develop a sustained orchestra program and experience of a Title I school with at-risk students.	The students participated in a year-long orchestra program, supported by a UNCG faculty member and 40 UNCG music students.	2010-11	1 graduate student, 1 faculty member, 40 UNCG student volunteers, and 50 elementary students	The program actively engaged 50 elementary students. Approximately 66% of the 5th grade students will continue orchestra study in middle school.

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

In 2010-11, the School of Education and individual departments provided a wide variety of services to Piedmont Triad public schools. Math education faculty collaborated with colleagues in a new professional development high school to identify curriculum and professional development needs. Science faculty developed a K-12 curriculum related to the science of greenways, piloting instruction in three schools. They also invited 30 high school students to campus to conduct laboratory experiments using advanced scientific instrumentation. Faculty in the Birth-Kindergarten program chaired the Curriculum Review Committee of More at Four, while the Department of Specialized Education Services conducted a review of reading instruction materials and methodology to assist a district in adopting evidence-based practices in reading. Library and Information Studies faculty presented workshops about AASL Standards to 150 media coordinators and other librarians. Art faculty, local artists and a high school teacher guided art education candidates and high school students as they painted murals for a local high school and, in the process, developed teacher leadership skills. Dance faculty worked with some 64 teachers in a local elementary school to plan lessons that integrated content and dance objectives. The faculty members also offered ten masters classes, worked directly with ARC of Raleigh and classes whose students were visually impaired or developmentally delayed, and guest-taught high school classes on choreography and lighting. A faculty member who served as a lead writer of the new Essential Standards for Dance Education presented about the standards to colleagues. UNCG's North Carolina Theatre for Young People performed for 4000 elementary school children and their teachers, with many of these students also participating in creative drama workshops. Music Education faculty volunteered five hours a week to administrate an orchestra lab school, regularly taught middle grade band students, and participated in a high school orchestra clinic. Health and Physical Education (HPETE) faculty continued its 15-year value-imbedded sport programs, Project Effort and the Youth Leadership Corp, for 80 students at 2 high schools, a middle school and a Title I elementary school. A middle college on UNCG's campus that will involve the Youth Leadership Corp will open in Fall 2011. HPETE faculty also developed and implemented a 10-lesson health/physical education program for 3rd-5th graders. Department of Counseling and Educational Development faculty participated in a panel for 40 parents to discuss college and career planning for Hispanic students and presented a workshop to 50 school counselors about using art therapy in their practices. School Social Work faculty provided group therapy training for 50 social workers. The SOE hosted the Children's Festival and Health Celebration for approximately 2000 children and family members and the Piedmont Young Writers' Conference for 350 8th graders. The Piedmont Triad Education Consortium, housed at UNCG, facilitated 18 job-alike meetings for district administrators and curriculum specialists and offered workshops that addressed literacy, technology, instruction, assessment and leadership for more than 2850 teachers and administrators in the 15 Piedmont school districts.

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

UNCG has a strong commitment to seamless support of teachers as they move from their pre-service preparation into and through their teaching careers. In April 2010, the SOE received a \$6.9 million award from the U.S. Department of Education for Project ENRICH to 1) support and evaluate UNCG's recently revised undergraduate teacher education programs, 2) establish and support a residency program in which candidates will co-teach with experienced teachers in a high needs district while they are completing an initial licensure program at the graduate level,

3) develop and implement induction support activities, and 4) develop and implement professional development for licensed teachers in the partner districts. At present, one district is partnering with UNCG; other districts are expected to join the project in 2011-12. The first cohort of teacher candidates will graduate in fall 2011; induction programs are being planned to assist them. In addition to work with Project ENRICH, UNCG collaborates with local school districts to identify the needs of teachers, as well as appropriate means for meeting those needs. Each year, through grants and the University/School Teacher Education Partnership, UNCG provides professional development workshops, support for travel to state and national professional conferences, and on site collaborative teaching and curriculum planning. While this support is available to all teachers, several programs have a special focus on beginning teachers. For example in summer 2010, the School of Education, with input from career teachers and former participants, presented the 10th annual Yopp Professional Development Summer Institute for 58 recent UNCG graduates and other beginning teachers. The institute focused on evidence-based teaching skills, appropriate professional dispositions, and effective communication with families and administrators. In addition, science faculty led Project ExSEL, a federal grant that underwrote the development of earth and environmental science education materials and supported beginning teachers with networking, weekly Internet updates, meetings and resources. A faculty member in the Department of Specialized Education Services conducted monthly virtual "bug in ear" coaching sessions (real time coaching via audio-visual technology) for 16 Project TEEACH scholars in 13 schools. The observer provided audio feedback to beginning teachers while they were delivering instruction. Data analysis confirmed that the teachers who participated in Project TEEACH used evidence-based instructional practices and positive behavior support over time, while their students maintained high levels of engagement in their classes. (Please see Sections D and E for additional information about teacher support.)

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

UNCG is also committed to supporting lateral entry teachers. Candidates for licensure who work with the Regional Alternative Licensure Centers are welcome to take courses at UNCG. However, UNCG has offered a sequenced program of study since the 1980's and, since 2000 has facilitated NC TEACH, a structured alternative licensure program that includes recruitment, pre-admission and ongoing advising, a cohesive program of study, cohort experiences, and mentoring support. In 2010-11, the NC TEACH advisor met with Piedmont Triad administrators and lateral entry teachers to provide information about UNCG licensure programs. She offered five information sessions to recruit lateral entry candidates, attended two district meetings and job fairs for beginning teachers, and provided information and guidance in response to inquiries. After candidates applied to an alternative licensure program, the NC TEACH advisor worked with faculty in 16 subject areas (French and Spanish; art and dance; physical education; birth-kindergarten; education of the deaf and hard of hearing; middle grades language arts, mathematics, science and social studies; and secondary English, Latin, mathematics, science and social studies). Together, they reviewed applicants' credentials, developed individualized programs of study, and provided support for clinical experiences. In summer 2010, 28 new and first year undergraduate and graduate candidates enrolled in the 11th Annual NC TEACH Summer Institute. Candidates continued to take coursework in the fall and spring, with most becoming eligible for licensure within one year. In fall 2010 and spring 2011, 61 additional students were admitted to begin their coursework. NC TEACH mentors and field supervisors observed candidates in their classrooms and provided ongoing support, guidance and evaluation. The NC TEACH advisor also advised more than 200 potential applicants; continued to support teachers from earlier cohorts, providing guidance as needed; and provided information for

Regional Alternative Licensure Center candidates. Candidates in middle grades, high school and foreign language licensure programs receive a post-baccalaureate certificate and have the opportunity to transfer credits from their licensure coursework to an M.Ed. program. Forty-eight candidates completed their programs of study and received post-baccalaureate certificates in 2010-11. The Department of Specialized Education Services (SES) offers a similar post-baccalaureate program that transitions seamlessly into an M.Ed. program. In 2010-11, SES supported the work of 72 initial licensure candidates, eight of whom were lateral entry teachers in special education.

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

UNCG is committed to the support of faculty and school personnel, working with school partners to identify professional needs and plan programs. In summer 2010, the School of Education offered the Summer Symposium for Future Ready Teachers for 168 teachers and administrators, offering workshops that focused on mentoring, leadership, ESOL, inclusive practice and other topics. The Yopp Summer Institute for Beginning Teachers was a strand in this symposium (see Section C). Faculty in the TESOL for ALL grant prepared 19 teachers in Asheboro Schools to take the ESL Praxis II exam for teaching licensure and offered workshops, in two districts, focused on supporting English language learners. Reading faculty presented workshops on word study and spelling for 238 teachers. Faculty in the Department of Specialized Education Services (SES) assisted teachers in a Rowan County as they implemented an evidence-based literacy program and collected data to inform program revision. Supported by USDOE Project CREATE and Project RESTART, SES faculty worked with teachers to strengthen their mentorship of teacher candidates and helped 22 special education teachers prepare to take PRAXIS II in order to be highly qualified in their content areas. Twelve teachers have already taken and passed the exam. In conjunction with the USDOE Project ENRICH (see Section C), SES faculty facilitated sessions about the legal requirements of IDEA, co-teaching and differentiated instruction. SES also provided workshops entitled, “Fostering Leadership and Building Collaborative Communities for the 21st Century” for 30 teachers in 10 schools. Faculty in Education of the Deaf and Hard of Hearing offered seminars that focused on families of children with hearing difficulties, strategies to facilitate the cognition of these children, and the use of American Sign Language and visual phonics. Birth-Kindergarten faculty worked with teaching assistants and teachers to increase their knowledge and skills related to observation, collaboration and inclusive practice. And, as mentioned above, science faculty developed a K-12 curriculum related to the science of greenways and provided professional development about inquiry-based learning and integrated science for teachers at three pilot schools. Mathematics education faculty, supported by the K-16 Mathematics Partnership, held monthly meetings with teachers in an elementary, middle and high school to promote instruction based on the underlying concepts of the curricula. Math education faculty also provided professional development about mathematical reasoning in two districts and worked directly with the students to increase their capacity to generate algebraic rules. The SOE facilitated National Board Certified Teachers Renewal Workshops, inviting Joan Celestino to discuss best practices and renewal requirements with the participants. Finally, as noted in Section B, the Piedmont Triad Education Consortium facilitated 18 job-alike meetings for district administrators and curriculum specialists and offered workshops on literacy, technology, instruction, assessment and leadership for more than 2850 teachers and administrators in the 15 Piedmont school districts.

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

Placements for internships and student teaching at UNCG are made with attention to candidates' having substantive experiences in highly diverse schools. In addition, most students have internships and student teaching placements in high need schools. In 2010-11, 24 of the 54 elementary schools in which students were placed for student teaching had Title I designations, as did five middle schools and three high schools. In conjunction with these placements, UNCG faculty and school personnel collaborated on professional development, school improvement, and supervision of pre-service experiences. At the high school level, the School of Education worked closely with school partners on the planning and early work of a professional development school that enrolls many high risk students. Special programs, such as Project Effort and the Youth Leadership Corps, provided support and growth opportunities for young people. These sport/leadership initiatives currently serve 80 children in two high schools, one middle school and a Title I elementary school in Guilford County with the assistance and mentoring support of 36 undergraduate and graduate students in 2010-2011. Music faculty and UNCG teacher education candidates, in partnership with the Greensboro Symphony, offered orchestra study to 50 5th graders at a Title I elementary school. These students will continue orchestra study in middle school. The Department of Specialized Education Services conducted a review of reading instruction materials and methodology to assist a district in adopting evidence-based practices in reading. Faculty interviewed and observed teachers and leaders and analyzed of classroom materials and documents in order to provide the district with data that can be used in making curricular decisions. A School Social Work faculty member, who is studying the effects of group services for at-risk students, provided training the group methodologies to 50 social workers in Guilford County schools, including high-risk or Title I schools. In addition, teachers in low-performing and at-risk schools were strongly represented in support and professional development activities (see Sections B, C, D). Special efforts were made to recruit participants from highly impacted schools for programs such as the SOE Summer Symposium for Future Ready Schools and the Yopp Professional Development Institute for beginning teachers. Partnerships and grants that are described in other sections of this report (see Sections C, E, I, J, K, L) also provide support in areas such as mathematics, science, special education and ESOL instruction. The Department of Specialized Education Services, for example, manages several grants that support inclusive practice and recruit candidates for teacher licensure, many in low performing/highly impacted schools. Off-campus master's level and doctoral cohort programs in educational leadership in Alamance/Burlington School System (ABSS) and Guilford County Schools are preparing educators for administrative positions in high poverty schools. A key focus of these programs involves building administrators' capacity to work with teachers regarding student retention and achievement.

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

*Globally competitive students/21st century professionals: In order to ensure that candidates are able to support the education of 21st century students, UNCG implemented revised licensure programs that are aligned with the new state standards for teachers and school executives. A major emphasis of the programs is the preparation of P-12 students for 21st century realities, with greater attention to problem solving and critical thinking; multiple literacies, including technology competencies; attention to diversity, and assessment-driven instruction. Twenty-first century students and schools were also the focus of the SOE Summer Symposium for Future Ready Schools. In addition, UNCG is a member of the Carnegie Foundation's Teachers for a

New Era Learning Network, a venue for reform of teacher education. *Healthy & responsible students: In response to community needs for learning about healthy practice, the SOE offered the Children's Festival and Health Celebration for 2000 students and families. Also meeting goals for healthy and responsible students, candidates in teacher preparation programs studied the health, development and social needs of B-12 students. *Leadership: The SOE continued to collaborate with local schools to develop projects focused on teacher leadership and the development of innovative approaches to student achievement. Among these projects are Cumulative Effect for improvement of mathematics instruction, the RttT Piedmont Triad Leadership Academy, and Project ENRICH. All pre-service candidates must document their leadership skills as one artifact of their final teaching portfolios. *21st century systems: The newly revised licensure programs systematically collect and review outcome data to assess candidates' learning and performance and to inform program evaluation and improvement. At the same time, candidates learn to assess B-12 learning. They include, in their teaching portfolios, a student work sample for which they have collected student achievement data and have used it to drive instruction. The portfolio itself is systemic: All programs have adopted an eight-artifact portfolio that documents' candidates' mastery of content, pedagogy and professional dispositions. Also ensuring systemic approaches to teacher preparation, all initial licensure candidates attend an orientation about procedures, expectations and evaluations. NC TEACH mentors and Project ENRICH clinical faculty attend regularly scheduled meetings to ensure their understanding of teacher preparation procedures and expectations, while individual programs provide orientation for cooperating teachers. In 2011, a workshop for 200 cooperating teachers will be included at the annual SOE summer symposium. The School of Education, as well as a number of programs (including Education of the Deaf and Hard of Hearing, Birth-Kindergarten and Educational Research Methodology) meet regularly with their advisory councils to review feedback about programs and consider program improvements. UNCG has formal partnership agreements, including those with the Guilford County Schools, the largest local school district, and with Winston Salem/Forsyth County Schools through Project ENRICH. The partnerships involve collaborative planning around pre-service, field supervision and professional development.

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

1) UNCG puts special emphasis on collaborative efforts to recruit and retain teachers, particularly in high needs areas such as math, science and special education, and to improve B-12 learning. Funded projects assisted in these foci, with the understanding that, as teachers grow professionally, they are more likely to be retained as teacher leaders. In 2010-11, faculty and teachers participated in the Cumulative Effect project for the improvement of math instruction. The training of clinical faculty and mentors through the Project ENRICH and NC TEACH contributed to the leadership, coaching and instructional skills of career teachers, as well as the beginning teachers with whom they worked. Workshops for National Board Certified Teachers' certification renewal supported career teachers' self-assessment and development. At the same time, focused cohorts assisted in recruitment and retention. The SOE offered two teacher education, as well as four cohorts of master's and doctoral students in school administration. 2) Recognizing that school reform and improvement are assisted by strong partnerships, relations with school systems were strengthened through regular meetings. University and school faculty continued to collaboratively review programs through advisory council meetings, implementation of grants and professional development, and supervision of interns. The School of Education sponsored UNCG and school faculty members' trips to the annual meetings of the

New Teacher Center and the American Association of College for Teacher Education, at which they presented their ideas related to professional practice and gathered new, research-verified approaches to teacher preparation and PK-12 instruction. Faculty in several departments, who had worked with high school professional development schools for several years, collaborated with teachers in the early implementation of a new PDS in Guilford County. 3) External funding is also essential to the work of professional preparation programs. As of March 3, School of Education received approximately \$16.5 million in external funding (grants and contracts, including projects described in other sections of this report). SERVE, an affiliate of UNCG, received approximately \$14 million.

Supplemental Information (Optional)

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

In order to meet the needs of these candidates who are preparing to take Praxis I prior to admission to teacher education or Praxis II at the end of their programs, the Center for Educational Studies and Development provided test preparation workshops and the Teaching Resources Center housed hard copy and online study guides and other Praxis resources for all candidates. Candidates also had access to Learning Express software, a practice tool that is available through the Jackson Library. At the same time, programs provided support for targeted populations, including initial licensure candidates and practicing teachers who seek additional licensure to support students in high need areas. For example, one faculty member worked with two teams of elementary education candidates. The Department of Library and Information Studies used discussion forums on Blackboard to share information about Praxis II and housed printed materials in the Teaching Resources Center for their candidates. Faculty in the Department of Specialized Education Services, supported by the U. S. Department of Education grant Project CREATE, offered four workshops for teachers as they prepared to take Praxis II in content areas to meet the requirements for Highly Qualified designations (i.e., to be licensed and therefore eligible to serve as teacher of record in the content areas); twelve teachers took and passed content exams after completing the program. ESOL faculty provided year-long professional development to 19 teachers in Asheboro City Schools. These teachers are now prepared to pass Praxis II and be licensed in ESOL.

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

UNCG is strongly committed to working with science and mathematics teachers to develop improved curricula and practice, as well as to recruit teachers into these fields. As part of this recruitment effort, the Noyce Scholar's (National Science Foundation) Project ExSEL, which is housed at three area high schools, has recruited three students to science education. Students who are interested in a STEM major and teaching licensure receive \$10,000 scholarships, stipends for summer internships related to teaching, and in-service support after they begin to teach. Science faculty have also developed an Integrated Science Program comprised of well-rounded science content and pedagogy. The Department of Teacher Education and Higher Education began to actively recruit students to a new M.Ed. cohort in Middle and Secondary Mathematics Education. Faculty in Education of the Deaf and Hard of Hearing visited two high schools to discuss their field with students and counselors. As a result, five students with an interest in deaf

education enrolled in UNCG. The SOE participated in the Institute for the Recruitment of Teachers' annual minority recruitment event and supported four IRT scholars. The Department of Library and Information studies held eight information sessions at five universities. The GCS/UNCG Teacher Assistant Scholarship Program recruited four students to the elementary education program; four TAs were already in the program. Teaching Fellows (TF) held Recruitment Day; 40 students matched for UNCG's 2011 freshman cohort. Thirty-eight will participate in 2011 TF cohort. A School of Education Advisor worked with advisors at five community colleges to provide information and build interest in teaching careers. An advisor from the School of Education participated in six recruitment events and NC TEACH alternative licensure advisors offered five information sessions for lateral entry teachers, attended district meetings for beginning teachers, distributed promotional literature and advised students. The Office of Recruitment, Retention and Professional Development (RRPD) continued its collaboration with other staff across the SOE and UNCG to recruit and retain teacher education candidates, with special attention to high need teaching areas and underrepresented groups. The Director of the RRPD and a Master Teacher in Residence visited 53 regional high schools; supported a partnership with Teacher Cadets and Future Teachers of America; participated in outreach via phone calls, mailings and the Internet; supported Teacher Education Connection to interact with UNCG students who had yet not selected a major; and hosted events, including a presentation the North Carolina Teacher of the Year. The RRPD held its annual retreat for Teacher Cadet Teachers and supported scholarships for Cadets to attend UNCG Team QUEST, a team building program. Faculty also participated in RRPD: 46 faculty and professional staff participated in campus events for prospective students, nine faculty and graduate students participated in a traveling speakers bureau to Triad regional high schools, and seven faculty members participated in an online speakers bureau.

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

Many of UNCG's recruitment activities target all students but put special emphasis on recruiting and retaining students from diverse backgrounds. For example, The Department of Counseling and Educational Development, which is ranked 4th in the nation by U.S. News and World Report, is by its stature attractive to applicants. However, faculty also work with the Offices of Minority Affairs on a number of campuses and actively participate in the Institute for the Recruitment of Teachers. As noted above, in 2010-11, UNCG supported four IRT scholars, two of whom are enrolled in CED. The Department of Library and Information Studies has active programs for recruiting minority students. In addition to distributing materials and other outreach, they participated in information sessions at UNC-Pembroke and Johnson C. Smith University, both Historically Black Universities. The Director Recruitment, Retention and Professional Development and her staff, as part of their presentations to high school students and work with Teacher Cadets and Future Teachers of America, visited with students in high poverty and high diversity schools and made special efforts to encourage male students and students from underrepresented ethnic groups to consider teaching. The Department of Specialized Education Services distributes recruitment materials widely. Their U.S. Department of Education Personnel Preparation Grant, Project RESTART, focuses on recruitment, training and mentoring of nontraditional students who are community college graduates and teaching assistants. Four students completed this program in 2011. In addition, 30% of Project TEEACH scholars, the special education "bug in the ear" project described in Section C, are from minority groups. SES also initiated a new M.Ed. leadership cohort in Guilford County with a focus on inclusive practices at all levels within the school system. Most of the eight participants were members of

minorities groups. Retention of all students was also important. Praxis workshops and practice software were available to assist all students in meeting eligibility requirements for teacher education. The SOE provided scholarships and graduate fellowships for qualified candidates, members of both majority and underrepresented groups, whenever possible. LIS co-administrates the ACE Scholars Program with the UNCG Libraries, the goal of which is to increase the number of culturally diverse librarians in a variety of library settings; it has awarded 14 scholarships. Finally, international interactions were valued. For example, the Department of Teacher Education and Higher Education hosted students from Chile, Australia and France. ERM hosted students from China, Thailand, Peru, the West Indies and four countries in Africa. In short, students from almost all continents enrolled in SOE programs. (See Section J for additional recruitment data.)

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

The SOE has built strong partnerships with other units on campus and Piedmont Triad schools. Teachers and central office personnel participated in professional development institutes and attended national conferences to learn about induction programs and improve their mentoring programs. A number of SOE partnerships focused on professional development opportunities, as well as recruitment and retention, particularly in high need areas such as science and mathematics. This work was supported by the Noyce Scholars' Project ExSEL to support candidates in secondary science areas, a National Science Foundation (NSF) award for \$2.8 to implement hands-on science curricula and recruit students to STEM careers, and the Cumulative Effect project for the improvement of math instruction. On Track is a two year award that offers professional development for teachers in an after-school program to enhance elementary students' mathematical reasoning. Math educators applied for an NC QUEST grant, Core-Math: Supporting the Implementation of the Common Core State Standards/Using Learning Trajectories. This partnership with Randolph County Schools will support teachers in meeting the increased content knowledge demands in the standards and in understanding students' development of mathematical concepts. Faculty in the Department of Educational Leadership and Cultural Foundations, in partnership with the Piedmont Triad Education Consortium, worked with 44 school districts on the North Carolina Learning Technology Initiative focused on professional development and planning for technology-enabled learning in North Carolina public schools. The Department of Teacher Education and Higher Education (TEHE) continued its five-year grant, TESOL for ALL, working closely with districts that have particularly high numbers of recent immigrants to the United States. Another TEHE grant, implemented at a Guilford County middle school, provided professional development focused on creating learning communities using the Cultural Proficiency model. Faculty in the Department of Specialized Education Services received an NC Division for Child Development grant; PEERS is focused on providing training in inclusive practices for child care providers. At the same time, the SOE and Winston-Salem/Forsyth County Schools initiated a partnership, with support from Project ENRICH, a \$6.9 million award from the U.S. Department of Education award. The project supports a teacher residency program, professional development and the evaluation of initial licensure programs. In 2010-11 Project ENRICH coaches provided direct coaching and professional development for 64 Winston-Salem/Forsyth County teachers in seven partner schools. Faculty in the Department of Library and Information Studies continued its partnership with five school districts and two state library organizations to help schools implement the new AASL Standards for the 21st Century Learner. With input from other units at UNCG and public school partners, all licensure programs began to deliver their newly revised curricula and to

collect outcome data for candidates that demonstrated proficiency in meeting North Carolina Professional Teaching Standards and Standards for School Executive.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander	3	Asian/Pacific Islander	17
	Black, Not Hispanic Origin	14	Black, Not Hispanic Origin	80
	Hispanic	4	Hispanic	20
	White, Not Hispanic Origin	169	White, Not Hispanic Origin	546
	Other	1	Other	6
	Total	191	Total	671
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	5
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	13
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	37	White, Not Hispanic Origin	69
	Other	1	Other	
	Total	40	Total	88
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	21
	Other		Other	1
	Total	1	Total	31
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	43
	Hispanic		Hispanic	
	White, Not Hispanic Origin	36	White, Not Hispanic Origin	76
	Other	1	Other	4
	Total	43	Total	123

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	6
Elementary (K-6)		
Middle Grades (6-9)	5	15
Secondary (9-12)	9	22
Special Subject Areas (k-12)	2	6
Exceptional Children (K-12)	3	10
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	23	59
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,194
MEAN SAT-Math	563
MEAN SAT-Verbal	572
MEAN ACT Composite	25
MEAN ACT-Math	*
MEAN ACT-English	25
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.36
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	5	11		18
Elementary (K-6)	29	106		
Middle Grades (6-9)	3	11		22
Secondary (9-12)	7	41	1	16
Special Subject Areas (K-12)	31	40		4
Exceptional Children (K-12)	9	26		14
Vocational Education (7-12)				
Special Service Personnel				
Total	84	235	1	74
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	160	100
Spec Ed: General Curriculum	44	100
Spec Ed: LD	1	*
Institution Summary	205	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	28	37	151	16	46	31
U Licensure Only	13	7	6	9	1	2
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	5	1	5			1
U Licensure Only	12	7	10	4	1	3
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	443	96	63
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	1,887
Forsyth County Schools	838
Randolph County Schools	494
Wake County Schools	395
Alamance-Burlington Schools	389
Rockingham County Schools	354
Charlotte-Mecklenburg Schools	335
Davidson County Schools	315
Durham Public Schools	145
Asheboro City Schools	135

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
84	47	115