

IHE Bachelor Performance Report

Guilford College

2011 - 2012

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, cross-cultural internships (local and abroad), a mid-point intentionally reflective opportunity 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 which challenges students to position themselves as educational leaders and social change agents. 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 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. Students are encouraged to be critical, to question, as they enter into the field of education. 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 or 2013. 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 few years have been challenging for the staff in preparing students for performance on EOGs to successfully meet their AYP goals. GES met their AYP in the 2008-2009 school year, but have not since that date.</p>	<p>(Adapted from Guilford Elementary School Improvement Plan) A.1. All students will show growth in reading and math, meeting and/or exceeding local and state expectations. A.2. Efforts will be made to analyze disaggregated data to work towards closing the gap between high at-risk and</p>	<p>(Initiatives to address School Improvement Plan goals) A.1. Interns and student teachers created and taught reading and math lessons based on these criteria. A.2. a. GE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the</p>	<p>June 2009-ongoing: partnership established. June 2010-ongoing: specific SIP initiatives addressed.</p>	<p>Administration (principal, curriculum facilitator, and principal intern), 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 and plans reflected the criteria for reading and math instruction. The lesson plan format used by the student teachers that incorporated many of the</p>

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<p>ES had formal collaborative plans with Guilford Elementary School to help better prepare students for EOG tests during the each year.</p>	<p>successful students.</p> <p>Intern leadership project to meet Priority goals 1&2: All students will show growth in</p>	<p>contents in reading and math plans reflected the criteria for differentiating instruction to address the needs of all students.</p> <p>A. 2. b. Student teachers developed units (Candidate – Evidence 3) to meet the criteria and promote student growth in reading or math.</p> <p>A.2. c. Student teachers analyzed student growth and made recommendations for improvement, reporting the results of interventions implemented in a research paper. (Candidate – Evidence 5).</p>			<p>elements from the new State standards was also used by all teachers in the building.</p> <p>A.2.c. - 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 and math for students with whom interns and student teachers</p>

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	reading and will meet and/or exceed local and state expectations	A.2.d. Interns worked with the curriculum facilitator to design and implement a tutoring program to promote student growth in targeted areas. (Candidate – Evidence 6)			<p>worked.</p> <p>A.2.d. 100% of the students who were involved in the tutoring programs led by Guilford College Interns showed growth in their reading scores. Recommendations were made to the school to improve implementation so that student could be tutored in a manner that integrated other subjects and did not cause them to be pulled from classes as frequently.</p> <p>B. Staff at</p>

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	(Separate School Initiatives) B. Help ESL learners become more proficient in English and be more successful with academic performance.	B. Guilford College education students from the cultural diversity course with guidance from Guilford ES faculty created and implemented tutoring sessions for ESL students.			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.
Erwin Montessori Elementary (Public Magnet School) is a highly-impacted urban, magnet, Montessori school serving grade preK-5. ES elementary faculty has worked more collaboratively with Erwin to place interns in	(Adapted from Erwin's School Improvement Plan) A. To increase K-5 reading proficiency as measured by K-2 DRA scores and 3-5 EOG scores by 2012. B. To increase K-5 math proficiency as measured by K-2 math	(Initiatives to address School Improvement Plan goals) A & B. Interns worked with the curriculum facilitator to design and implement a tutoring program to promote student growth in targeted areas.	June 2009-ongoing: partnership established. June 2010-ongoing: specific SIP initiatives addressed.	Administrators and various teachers, dependent upon number of interns	(Addressing School Improvement Plan goals) A . All students with whom interns worked to increase math and reading scores showed improvement.

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the school.	<p>benchmark results and 3-5 EOG results by 2012.</p> <p>C. Integrate Montessori, State and district objectives to develop and implement an effective instructional program.</p> <p>D. To improve the use of the “peace table” to increase incidents of student – student conflict resolution: Guilford County Area 5: Safe schools and character development</p>	<p>(Candidate – Evidence 6)</p> <p>C. Interns worked with Erwin teachers to integrate Montessori, State, and district objectives.</p> <p>D. Interns gathered data from teachers, students and administrators about the usefulness and appropriateness of the peace table. They used this data to provide re-teaching and to revise some of the peace table strategies to</p>	<p>D. August 2011 – December 2012</p>	<p>D. All teachers, co-teachers, and students grades K-5. Curriculum facilitator, principal. Some parent involvement</p>	<p>C.1. Interns worked closely with supervising teachers in designing activities that were Montessori in nature, but also helped to prepare students for success on EOGs. C.2. Interns were required to show Montessori, State, and district objectives in all lesson plans.</p> <p>D Lessons were developed to improve student participation in conflict resolution at the peace table. Conversations about the relevancy and adequacy of methods was begun. Attention to differences in students’ needs based on development</p>

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		make them more appropriate to students in the upper grades.			stages was central to new lessons and methods.
<p>Peeler Open Elementary School (Public Magnet School)</p> <p>Peeler Open is a progressive and creative magnet school that focuses on the arts with hands-on learning, flexible grouping, and a centers-based learning environment. Peeler is a Title I school that consistently meets their AYP goals.</p>	<p>(Adapted from Peeler Open Elementary School Improvement Plan)</p> <p>A. 1. Peeler Open School will reduce the achievement gap between white students and students of color in mathematics as measured by the North Carolina End-of-Grade Tests by 2012.</p> <p>A. 2. Universal screeners for computation skills will be used at the lower grades and a focus on math problem solving will be applied to grades 3-5.</p>	<p>(Initiatives to address School Improvement Plan goals)</p> <p>A.1 & 2. a. POE teachers and ES supervising faculty reviewed lesson plans of student teachers to assure that the contents in math plans reflected the criteria for math instruction.</p> <p>A. 1 & 2. b. Student teachers developed units (Candidate – Evidence 3) to meet the criteria and promote student growth in math.</p> <p>A.1 & 2. c. Student teachers analyzed student growth and made recommendations for improvement, reporting the results of interventions implemented in a</p>	<p>Fall 2011-ongoing: specific SIP initiatives addressed.</p>	<p>Administration (principal and curriculum facilitator), and majority of faculty, dependent upon interns, etc.</p>	<p>(Addressing School Improvement Plan goals)</p> <p>A.1.& 2.POE teachers noted the success of student teacher lesson development and implementation, assuring that math plans reflected the criteria for math instruction.</p> <p>A.1 & 2.c. - 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</p>

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		research paper. (Candidate – Evidence 5).			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.
Northern Guilford Middle School In 2012, Northern Guilford Middle School embarks on its seventh 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.	(Specific school initiatives) To continue to explore communication among and between school and College faculty. Doing this will enable faculty to help with the schools’ SIP in future years.	(Initiatives to address school goals) 1. One ES faculty member has been elected to membership on Northern Middle School Leadership team to help facilitate conversation between school and College.	Leadership team membership by ES faculty.	School Improvement team: Four administrator, 7 faculty, 2-3 parent volunteers. Future SIP initiatives: Continue to explore how faculty can aid with specific SIP initiatives as necessary.	(Addressing School Improvement Plan goals) 1. Faculty membership on school leadership team.

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<p>As student growth at Northern continues, the school is confronted with changing subgroup populations from one year to the next.</p>					
<p>Summerfield Elementary School Summerfield Elementary is located in northwestern Guilford 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</p>	<p>(Specific school initiatives) To improve upon science fair preparation and participation of students.</p>	<p>(Initiatives to address school goals) 1. Continued consulting by Guilford faculty to help teachers 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. This was the 3rd year that this was offered by faculty.</p>	<p>June 2009-ongoing: partnership established. June 2012-ongoing: continued work re. science improvement.</p>	<p>One AL Specialist Teacher and students/parents as necessary.</p>	<p>(Addressing School Improvement Plan goals) 1. Faculty continued to serve as “contact individual” for all inquires re. science fair for parents and teachers. Faculty also recruited judges for, and judged, school science fair.</p>

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<p>proficiency above 90%. Summerfield's learning community believes that teamwork, communication, and cooperation are the key components of success.</p>					
<p>Joyner Elementary School Joyner was a junior high school prior to 1984 when it became a K-5 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>(Adapted from Joyner Elementary School Improvement Plan)</p> <p>A. Improve reading strategies across content areas to improve student achievement. Based on AYP results there is a significant gap between economically disadvantaged students and whole school in reading; so there will be an emphasis on closing this gap.</p> <p>B. Improve math strategies across content areas to improve</p>	<p>(Initiatives to address School Improvement Plan goals)</p> <p>A. & B.1. Interns and student teachers created and taught math and reading lessons based on these criteria.</p> <p>A. & B.2. JE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the contents in math and reading plans reflected the criteria for math and reading instruction.</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)</p> <p>A. & B.1 & 2. JE teachers noted the success of intern and student teacher lesson development and implementation, assuring that math and reading plans reflected the criteria for reading instruction.</p>

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	<p>student achievement. Based on AYP results there is a significant gap between economically disadvantaged students and whole school in math; so there will be an emphasis on closing this gap.</p>	<p>A. & B.3. Student teachers developed units (Candidate – Evidence 3) to meet the criteria and promote student growth in math and reading.</p> <p>A.4. Student teachers analyzed student growth and made recommendations for improvement, reporting the results of interventions implemented in a research paper. (Candidate – Evidence 5).</p>			<p>A. & B.3. & 4. - 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>

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		A & B. Interns worked with the curriculum facilitator to design and implement a tutoring program to promote student growth in targeted areas. (Candidate – Evidence 6)			A & B. All students with whom interns worked showed progress in reading. Recommendations were made about the integration of subject areas as a means to increase efficacy of tutoring impact and to avoid students missing instruction in areas that are not presently tested.

<p>Guilford Middle School Guilford Middle is a grade 7-9 school with approximately 735 students. Math scores continue to show growth and improvement at each grade level and with</p>	<p>(Adapted from Guilford Middle School Improvement Plan) A. Increase reading proficiency to meet new AYP proficiency level of 77%. B. Increase math</p>	<p>(Initiatives to address School Improvement Plan goals) A. & B.1. GMS teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the contents in</p>	<p>June 2010-Ongoing</p>	<p>Administrators and various teachers, dependent upon number of interns</p>	<p>(Addressing School Improvement Plan goals) A.& B. - Student teacher impact papers showed growth (recorded on separate data charts included in each evidence</p>
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<p>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 successfully completed all AYP reading goals. 6th and 8th grade students achieved high</p>	<p>proficiency to meet new AYP proficiency level of 90.8%.</p>	<p>reading and math plans reflected the criteria for reading and math instruction.</p> <p>A. & B.2. Student teachers developed units (Candidate – Evidence 3) to meet the criteria and promote student growth in reading and math.</p> <p>A. & B.4. Student teachers analyzed student growth and made recommendations for improvement, reporting the results of interventions implemented in a research paper. (Candidate – Evidence 5).</p>			<p>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>
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<p>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 a continued need identified in the school's School Improvement Plan (SIP). a. ...Students scoring Level III and Level IV on Algebra I will increase from 58% to 65% as measured by the EOC exam 2. Continue to facilitate communication and partnership between Grimsley HS and Guilford College.</p>	<p>(Initiatives to address school goal) 1. Tutored students after and during school for approximately three weeks. In working with Algebra teachers, it was noted that Grimsley students were having issues with <u>reading comprehension</u> (manifested in poor ability to answer words problems <i>and</i> also in an ability to read more "knowledge"-based problems). GC interns and GHS English teachers thus developed remediation aimed at teaching both vocabulary and reading comprehension centered around algebra. 2. Continued communication between GHS faculty and GC faculty. Two meetings were established (one</p>	<p>Aug. 2010-ongoing (re. partnerships). Regarding specific SIP initiatives, Dec. 2011 - May 2012.</p>	<p>Administrators, Curriculum Facilitator, two "contact teachers", select content area teachers.</p>	<p>(Addressing the school goals) 1. As confirmed by the GHS teachers and candidate observations, GHS students' ability to comprehend fundamental algebraic terminology, along with their ability to comprehend directions and problems, increased after working with GC interns. As the EOC has yet to be given, specific data are not available, but anecdotal evidence seems to indicated GHS student improvement during sample assessments. 2. A social studies teacher has continued to work with Guilford interns to better prepare them for student teaching experiences and to help provide</p>

		<p>before semester) and one at end) to identify strengths and next steps of our relationship. Additionally, a potential article for publication is being explored to further strengthen our relationship.</p>			<p>enculturation into the Grimsley school culture. 2b. Another teacher, an English teacher, has been hired for the second year, to help teach in and plan the secondary education internship block.</p>
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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. During the fall of 2011 two ES faculty attended training sessions with the Guilford County Schools Principals related to Value Added Data (EVAAS) and the new Standard Six. 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 Theater Studies Faculty member conducted a three-day workshop in acting and directing for high school drama teachers from across the state as the "Winter Focus" event of the North Carolina Theatre Arts Educators at Trinity Center on Emerald Isle, NC. A political science faculty member guest lectured to elementary school students on the Philadelphia constitutional convention and slavery. He also did a woods "watershed" environmental studies walk for a school. 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 high school teachers with "planetarium" open houses; providing information resources for science teachers; lending science equipment; judging science fairs for local schools; and giving lectures on discipline-specific topics. In particular, one faculty member, along with Guilford students, designed and ran four weeks of after school science programs for 3rd through 5th grade students at a local school. Additionally, a faculty member taught "math superstars" to two 4th grade classes each week all year (approx. 50 sessions). A biology professor hosted two AP Biology classes from a local HS to do two lab exercises then tour the College. Labs were completed on Transformation and DNA fingerprinting. One faculty member was also a part of a collaborative group that offered feedback last summer on the new NC science standards (geology section) through their professional organization (Association of Environmental and Engineering Geologists). Guilford faculty helped work with high school social studies teachers in preparing a local High School "We the People" team for competition, particularly faculty in Peace and Conflict Studies, Business, and Political Science. One faculty member continues to teach over the summer for the NC Governor's School. In the Foreign

Language Department, faculty work with GC students interning in the New Comers School (a school for students new to the U.S.) to help with homework and language/ cultural adaptations. Additionally, FL faculty also oversee students where they teach English in a trailer park in NE Greensboro to impoverished, ESOL students. 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. Graduates who are involved in their initial years of teaching attend. 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 2012. 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. This work continued in 2012. 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 second year 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-Spring 2012 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 210 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 second year on a School Leadership Team and has taught workshops at that school, based on identification of need by the principal. Likewise, one ES faculty member conducted a four-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). Finally, GC faculty work closely with Guilford County teachers, when possible, with professional development. For example, one elementary school teacher presented at a State-wide conference with faculty members in Fall 2011. Likewise, two secondary teachers are working with a GC faculty member in writing for publication.

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. Three faculty members served on State Committees providing insight into various aspects of program re-visioning, communication between NCDPI and IHEs, and retention of teachers. Faculty are serving on the pilot of the evaluation of re-visioned programs' evidences during the summer of 2012.

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.

During this year we put special emphasis on revising and refining the electronic evidences for our re-visioned programs. WE did this through conversation and comparison, as well as having one faculty member serve on NCDPI pilot program for evaluation of Re-visioned programs. We also put special emphasis on study and preparation for the Common Core and Essential Standards, ensuring that our candidates are educated and understand the ways in which the focus of the curriculum is changing, the nature of those changes, and the ways in which formative assessment is being integrated into instruction more intentionally and fully.

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 developed a study guide for the new elementary Praxis II test, provided mini reviews at the end of each student teacher seminar session, and conducted half-day study sessions on Saturdays and Sundays during the fall 2011 and spring 2012 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 was offered in Fall 2011 to provide new students with opportunities to consider teaching as a career. Another FYE course will likewise be offered

in Fall 2012 and will provide students the same opportunity. 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 still participate in crafting handwritten 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. Finally, ES faculty have revamped their College website to make showcasing our Program more palatable to those interested in pursuing education at Guilford.

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 and he completed his first year Spring 2012. One faculty member is completing 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 Southeast and Grimsley Senior High Schools. 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 and were continued in Fall 2011 and Spring 2012. Peeler Open School has expressed interest in establishing partnerships in the near future (we have begun to place students at Peeler). 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		Black, Not Hispanic Origin	11
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	41
	Other		Other	
	Total	5	Total	55
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	14
	Other		Other	
	Total	3	Total	18
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	1,195
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	177
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.27
Comment or Explanation:	
*-Scores are not reported for tests with less than five test takers.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	5	9	2	5
Middle Grades (6-9)				
Secondary (9-12)	1	6		
Special Subject Areas (K-12)		1		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	6	16	2	5
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	22	100
Institution Summary	22	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	14	6	1	1		
U Licensure Only	5	2				
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.

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	33	82	52
Bachelor	State	5,823	90	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

LEA	Number of Teachers
Guilford County Schools	138
Forsyth County Schools	38
Rockingham County Schools	30
Randolph County Schools	23
Alamance-Burlington Schools	20
Wake County Schools	13
Davidson County Schools	11
Lee County Schools	7
Chatham County Schools	6
Charlotte-Mecklenburg Schools	6
Asheboro City Schools	6

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		.