

IHE Bachelor Performance Report

UNC-Greensboro

2011 - 2012

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 121 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 4300 new undergraduate and graduate students and 1500 transfer students annually. Of UNCG's 18,265 students in 2011-12, 80% are undergraduates and 20% are graduate students, 66% of undergraduates are female and 34% male, and 7% of undergraduates are from out-of-state. The ethnic minority enrollment is 34%, including 23% African American undergraduate students and 14% African American graduate students. Approximately 74.8% of degree-seeking undergraduate students received financial aid. The UNCG faculty are committed to excellence in teaching, research, and public service; 50% of the 943 full-time faculty are tenured, while 79% hold the doctorate or terminal degree in their fields. The ratio of students to faculty is 17:1. Academic schools/programs are organized into Arts and Sciences; Business and Economics; Education; Health and Human Sciences; Music, Theatre and Dance; Nursing; and the Joint School of Nanoscience and Nanoengineering in conjunction with North Carolina Agricultural and Technical State University. Four of the seven academic units offer programs leading to teacher, administrator and other school personnel licensure. In 2010-11, UNCG awarded 2,762 undergraduate, 944 masters and specialists, and 130 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 is organized into six departments: Counseling and Educational Development, Educational Leadership and Cultural Foundations, Educational Research Methodology, Library and Information Studies, Specialized Educational Services, and Teacher Education and Higher Education. It is 58th in the U.S. News and World Report ranking of graduate schools of education. Counselor Education is ranked 4th and Library and Information Studies is ranked 29th in their fields. The Department of Educational Research Methodology is a member of the Academic Common Market. The Department of Specialized Education Services (SES) 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 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 179 students. The SOE also hosts several affiliated programs including the Center for Educational Studies and Development, the 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 three professional schools (Education; Health and Human Sciences; and Music, Theatre & Dance) and the College of Arts and Sciences. Ten undergraduate programs are offered by the SOE, alone or in conjunction with other university academic units; 12 are offered by other schools on campus. The initial licensure undergraduate programs include American sign language; 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. Post-baccalaureate alternative licensure programs are offered for birth-kindergarten, middle grades, dance, art, physical/health education, education of the deaf and hard of hearing, secondary areas, second language education and special education. English as a Second Language is offered as an add-on licensure program. At the graduate level, programs include 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. The School of Education also offers post-master's certificates in college teaching, school counseling, and educational leadership. UNCG is accredited by the National Council for Accreditation of Teacher Education (NCATE). Undergraduate and graduate programs are recognized by the American Library Association, 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. Beginning in the late 1990s, the Teachers Academy, funded by the School of Education, served as administrative and governance unit for all professional education programs. With the reorganization of the SOE in 2011-12, the Teachers Academy continued to be responsible for policy, practice and communication among UNCG's 36 licensure programs. The new Office of Student Services took on the responsibilities of advising and administration.

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

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

| LEAs/ Schools with whom the Institution Has Formal Collaborat ive 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 |
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| Project ENRICH: The School of Education & Winston-Salem/Forsyth County Schools and Guilford County Schools | The goals of Project ENRICH include the implementation and evaluation of improved models for teacher preparation and leadership development, with the ultimate goal of positive impact on P-12 learning. | <p>The grant, awarded in April 2010, includes a residency program for graduate-level initial licensure candidates, undergraduate initial licensure programs, and professional development in mentoring and leadership. By April 2012, three graduate cohorts had been selected: Candidates in the first cohort earned their Masters of Education and are completing their first year as career-track teachers. The second cohort of residents is completing a year of residency in Winston-Salem/Forsyth County and Guilford County schools and will graduate with M.Ed. degrees by December, 2012. The third cohort has been selected by the partnership and will begin in summer 2012.</p> <p>In 2011-12, coaches supported clinical</p> | April 1, 2010 through March 31, 2015 | <p>2011-12 Residents – 18</p> <p>Initial licensure students including residents – 865</p> <p>Professional development/support- 310 UNCG initial licensure students and 281 practicing teachers</p> | <p>By spring 2012, the first, three cohorts of graduate-level residents were recruited, interviewed and enrolled in M.Ed. programs in science, mathematics, special education and English as a Second Language. Project ENRICH coaches worked with cooperating teachers of four undergraduate “teams”: elementary education juniors, elementary education seniors, dual major (elementary/special education) and middle grades.</p> <p>ENRICH is expected to positively impact teacher preparation, induction support, professional development and student outcomes, with evaluation of these elements being core to the project. Clinical faculty, coaches, candidates and others have been interviewed and classroom observations conducted. The resulting data will be used to inform ongoing project activities as well as to support licensure program review and revision.</p> <p>In 2011-12, a new</p> |

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| | | <p>faculty/cooperating teachers and UNCG faculty in the undergraduate initial licensure programs and provided professional development for pre-service and in-service teachers.</p> <p>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 address concerns as they arose. Detailed plans and procedures were developed and continue to be adjusted as need.</p> | | | <p>external evaluator joined the project. In addition to the evaluations named above, he has developed survey instruments to gather additional data about UNCG's recently "re-visioned" programs.</p> |
| <p>National Science Foundation -GK-12 Award:</p> <p>UNCG Department s of Biology, Chemistry & Biochemist ry, Geography and Teacher Education</p> | <p>The goals of the project are to provide opportunities for three audiences:</p> <p>a. GK-12 Fellows learn to communicate research to a wide variety of audiences, develop lesson plans, develop leadership skills, enhance their teaching capability, and engage in</p> | <p>This \$2.8 million National Science Foundation Grant-GK-12 award provides opportunity for graduate students in biology, chemistry and geography to work with students and teachers at three schools as they explore STEM careers through hands-on investigations about the health, biological and</p> | <p>2010-2015</p> | <p>9 graduate student, students in three schools</p> | <p>Nine UNCG graduate students spent 10 hours per week in the school classroom assisting teachers and preparing 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; planting trees, bushes and flowers; developing a butterfly</p> |

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| <p>& Higher Education and Guilford County Schools (Montlieu Elementary Welborn Middle, Andrews High)</p> | <p>research activities with students;</p> <p>b. Teachers integrate new research into their teaching and learning and take part in professional development on inquiry-based science instruction and working with diverse student groups;</p> <p>c. K–12 students 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>socioeconomic effects of changing land use patterns in the region. 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>garden; and studying water and soil. The project has provided a platform for other external grants related to activities and materials for science education in the classroom. 2011-12 saw a celebration of this greenway, along with many new projects for student and teacher involvement in science.</p> |
| <p>National Science Foundation Noyce Scholarship Program-Project ExSEL:</p> <p>The School of Education and Guilford County Schools</p> | <p>The goal of the project is recruitment of science teachers for high need secondary schools.</p> | <p>A five-year National Science Foundation award, Project ExSEL, was funded in 2008-09 to recruit science teachers for high needs schools and provide financial and other support for participants. Advisors inform undergraduate science majors and post-baccalaureate students with degrees in STEM (science, technology,</p> | <p>2008-2013</p> | <p>In 2011-12, the Project worked with two pre-Noyce summer interns from summer 2011, five Noyce scholars for the current academic year (4 undergrads, 1 Masters), and three Noyce teachers in the field</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 students to science education.</p> |

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| | | engineering and mathematics) about scholarship opportunities and work directly with the students after they apply for the scholarships. | | (high school teachers who are finishing their second year of commitment to Project ExSEL) | |
| Professional Development for Beginning and Career Teachers and Administrators: The School of Education & Triad Regional School Districts | Professional development activities are designed to improve teachers' knowledge, skills and leadership, and, ultimately, improve B-12 achievement. | Workshops and institutes were developed collaboratively by UNCG faculty and public school teachers and administrators, and were responsive to public school needs. Among the professional development activities, the School of Education offered the Yopp Professional Development Summer Institute for Beginning Teachers, a 2-day program for 39 recent UNCG graduates and other first-year 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 254 participants, is an | UNCG Summer Symposium for Future Ready Teachers & Yopp Summer Institute: June 2010 (4 days) | Yopp Institute: 58 beginning teachers Summer Symposium for Future Ready Teachers: 168 career teachers and administrators | The workshops/institutes were evaluated very positively by participants in terms of learning and accessibility. Participants expressed a desire to return for future activities. |

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| | | annual conference in which a number of summer institutes are combined for greater accessibility for teachers and principals. In 2011-12, the participating institutes focused on cooperating teacher training, teaching English language learners, and Praxis II preparation for special educators. | | | |
| <p>The Piedmont Triad Education Consortium (PTEC) Professional Development:</p> <p>PTEC is an affiliate of UNCG and is comprised of all 15 member school systems in the Piedmont Triad (Region 5)</p> | <p>The goal of PTEC's professional development is to inform and train teachers, administrators and other school professionals about current theory and practice, with foci on areas such as Race to the Top, curriculum, leadership and mentorship, and North Carolina evaluation instruments and procedures.</p> | <p>PTEC, in partnership with faculty from UNCG, professionals from the 15 Piedmont Triad school districts and other experts in administration and teaching, offered and participated in numerous professional development workshops and job-alike discussions. Included among the workshops were foci on instruction, evaluation, learning theory, leadership, Common Core and Essential Standards and the development of curricula aligned with the new standards.</p> | <p>Ongoing.</p> <p>Current report is for 2011-12 academic year</p> | <p>2653 participants</p> | <p>More than 2600 professionals participated in PTEC workshops. Positive evaluations and high participation over the years provide evidence of the important role that PTEC activities play in professional development in the Piedmont Triad.</p> |
| <p>TESOL for ALL:</p> <p>The Department of Teacher</p> | <p>TESOL PD is designed to prepare regular classroom teachers to work with ESL students. Both teachers and</p> | <p>UNCG faculty and district teachers worked closely in the supervision and preparation of M.Ed. candidates</p> | <p>2006-12 academic year, last year of five-year grant</p> | <p>2011-1: Eight teachers participated in TESOL online PD;</p> | <p>Eight teachers were prepared to take ESL Praxis II to become eligible for ESL licensure. In addition, 10 candidates earned an</p> |

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| Education and Higher Education (the School of Education) & Asheboro City Schools (All schools, with student teachers are placed at Teachey Elementary, Lindley Park Elementary, North Asheboro Middle school, South Asheboro Middle School, and Asheboro High School) | candidates develop the knowledge and skills to pass the Praxis II ESL exam and become eligible for ESL licensure. | for licensure in ESOL. In addition, as part of the TESOL for ALL grant, faculty provided online professional development to prepare candidates and students for spring ESL licensure. | | 12 teachers served as cooperating teachers for interns in fall 2011; 10 teachers served as cooperating teachers for student teachers in 2012. | M.Ed. program and were also eligible for ESL licensure. |
| TESOL for ALL PD: The Department of Teacher Education and Higher Education & Chatham County Schools, Guilford County Schools, Winston-Salem/Fors | TESOL for ALL Online PD: TESOL PD is designed to prepare regular classroom teachers to work with ESL students through year-long professional development. | TESOL for ALL provided online professional development prepared teachers, candidates and students for ESL licensure. | 2006-12 academic year, last year of five-year grant | 2011-12: 28 teachers | Twenty-eight teachers participated in the online professional development program to come eligible to take the Praxis II ESL exam and become eligible for ESL licensure. |

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| yth County Schools, Stokes County Schools, Davie County Schools, Davidson County Schools | | | | | |
| NC QUEST grant, Core-Math: Supporting the Implement ation of the Common Core State Standards/ Using Learning Trajec- tories: The Department of Teacher Education and Higher Education (The School of Education) & Randolph County Schools | This partnership with Randolph County Schools supports teachers in meeting the increased content knowledge demands in the standards and in understanding students’ development of mathematical concepts. | Funded through NCQUEST, this partnership between UNCG’s School of Education, College of Arts and Sciences, Asheboro City Schools, and Ramseur Elementary school will design, deliver, and evaluate a 120 hour professional development program for elementary mathematics teachers on using learning trajectories as a means to understand new state standards and in supporting shifts of instructional focus toward student thinking. The importance of this work lies in the intensive professional learning of teachers to understand and implement the Common Core State Standards through a lens of focusing on student thinking. | 2011-2012 (September 2012) | The project will involve 30 teachers and approximatel y 600 students. | The project is being designed and implemented. |
| Healthful | The goal of the | UNCG faculty | 2011-12 | Teachers in | Both teachers and |

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| <p>Living: The Department of Kinesiology (The School of Health and Human Sciences) & GCS Middle Schools (Aycok Academy at Lincoln Kernodle Northern Mendenhall Jamestown Johnson St. Eastern Southern Welborn), Surry County Schools Middle Schools (Meadowview Central Pilot Mountain Sam Gentry); and Winston-Salem/Forsyth County Schools (Paisley East Forsyth Flat Rock Jefferson)</p> | <p>partnership is to increase teacher and student understandings concerning health related science concepts, current instructional methodologies and appropriate classroom assessment approaches.</p> | <p>worked with teachers in 18 schools in three districts to become skilled in current methodologies and assessments for physical education. At the same time, a Kinesiology Department faculty member taught 20 students using the Science of Healthful Living curriculum.</p> | <p>academic year</p> | <p>18 schools and 20 students</p> | <p>students increased their understandings concerning the scientific basis for healthful living.</p> |
| <p>Project On</p> | <p>The goals of</p> | <p>Third through fifth</p> | <p>2009-2012</p> | <p>2011-12: 250</p> | <p>Generalized findings:</p> |

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| Track: The Department of Teacher Education and Higher Education (the School of Education) & Guilford County Schools (Guilford Elementary & Jefferson Elementary), Rockingham County Schools (Bethany Elementary, Moss Street Elementary, Williamsburg Elementary, & Wentworth Elementary) | Project On Track included the improvement of students' mathematical reasoning and teachers' development of student-centered, active-learning approaches to instruction. | graders in six schools participated in "Afterschool Mathematics Enrichment Activities" to improve their pattern finding, co-variational thinking, rule generalization, and, consequently, their algebraic reasoning. At the same time, their teachers participated in six hours of classroom instruction and 15 hours of clinical experiences for each of three sessions. As a result of this professional development, the teachers learned how to recognize and promote students' mathematical reasoning without intervening unnecessarily. | | students | <ul style="list-style-type: none"> a. Reasoning and pattern finding tasks appear to positively impact end of grade mathematics test scores for fourth graders. b. Students in grades 3-5 can, over time, find patterns, name variables, and generalize explicit rules as evidenced in their mathematical reasoning. c. The more mathematical operations included in the function, the more difficult the task is for students in grades 3-5. d. Student-centered teacher practices appear to support the development of mathematical reasoning in grades 3-5. e. Through training and experience, the teachers realized that students learn more when more time is allocated to the activity. |
| Playwriting Workshops and Competition: The Department of Theatre (School of Music, Dance and Theatre), the North | The North Carolina Theatre Arts Educators in collaboration with the Theatre Department at the University of North Carolina Greensboro planned to increase and foster playwriting in North Carolina Public schools, focusing on the | UNCG teachers and faculty and district teachers guided students in playwriting. Subsequently, eight plays were selected, with one script sent to UNCG for Playworks Center Stage. UNCG students directed and prepared a staged reading of | 2011-12 academic year | Eight teachers, five UNCG Faculty, four members of NCTAE, 70 UNCG students, approx.55 students | Middle and high school students increased their knowledge and skills relative to playwriting. They also learned about direction and staging under the guidance of teachers, faculty and University students. |

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| Carolina Theatre Arts Educators (NCTAE), & Guilford County Schools (Weaver Academy), Wake County Schools (Enloe High), and Union County Schools (Sun Valley Middle, Parkwood Middle, and Bugg Elementary Middle) | process of playwriting and support of the emerging playwright and the teachers who instruct them. | each selected script and attended rehearsals. Following a presentation of the eight scripts, students participated in discussions with the actors, director, and playwrights. | | | |
| Orchestra Program: UNCG School of Music, Guilford County Clara J. Peck Elementary School, and the Greensboro Symphony | The goal is to develop and sustain an orchestra program at 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. | 2010-2012 | 41 graduate students, 1 faculty member, 40 UNCG student volunteers, and 50 elementary students | The program actively engaged 50 elementary students. Approximately 33% of the 5th grade students will continue orchestra study in middle school. |
| Smith High School Profession- al Develop- ment School activities: | Faculty in the SOE and Smith High School focus on collaborative approaches to improving teacher preparation, instruction and | In 2011-12, University faculty and teachers worked together on a number of projects, including: a. One | 2009- present; current report refers to 2011-12 activities | All students in the school in one or more projects. | As indicated by the activities, UNCG faculty continue to work with and support the work of high school faculty and administrators. Involved since the early planning of the PDS-like structure |

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| <p>The Department of Teacher Education and Higher Education and the Department of Educational Leadership and Cultural Foundations (the School of Education) & Guilford County Schools (Smith High)</p> | <p>student achievement through projects that focus on areas of need for the school and its students.</p> | <p>School/One Book project – Faculty worked with Smith's English department to implement a One School/One Book project for fall 2012. UNCG and others donated copies of <i>Into the Wild</i> and helped organize fundraising to purchase additional books.</p> <p>b. Math Education Professional Learning Community: A UNCG mathematics educator and Smith High School math teachers:</p> <ul style="list-style-type: none"> • Served as Conference Presenters/Conference Committee members for the North Carolina Council of Teachers of Mathematics Central Region Conference • Wrote a proposal for a session for the 2013 National | | | <p>for this school, the faculty and school personnel have maintained a focus on critical areas, such as STEM and literacy.</p> |

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| | | <p>Professional Development Schools Conference</p> <ul style="list-style-type: none"> • Acquired and are implementing instructional software in the 9-12 classroom. <p>c. Science faculty, teachers and students planned a Science Community Garden project.</p> <p>d. Faculty and teachers are currently working on plans for improved student teacher experiences, including:</p> <ul style="list-style-type: none"> • the adoption of a co-teaching model (cooperating teachers and student teachers working together in the classroom) • The collaborative identifications of expectations for internships and student teaching experiences | | | |
| Inclusive Practice: | The project focuses on teacher and | Faculty in the Department of | 2011-12 | 20 teachers and teaching | Based on periodic observations, faculty |

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| The Department of Specialized Education Services (The School of Education), the Department of Human Development and Family Relationships (the School of Health and Human Sciences) & Charlotte-Mecklenburg Schools (All Pre-k Centers and 9 Elementary Schools) | teacher assistants' adoption of improved inclusionary practice. | Specialized Education Services provided training for 20 teachers and teaching assistants in classrooms. During training sessions, participants developed individual action plans. Faculty periodically observed the teachers in their classrooms, consulted with the staff, and provided teachers and administrators with written feedback. | | assistants | concluded most of the participants were on target with their goals. |
| Project RESTART & Project CREATE The Department of Specialized Education Services (The School of Education & Guilford County Schools | Project RESTART and Project CREATE have foci on recruitment and staff development of best practices in supervising and mentoring. Project CREATE also sought to prepare special educators to pass PRAXIS II content area tests to demonstrate HQ (Highly Qualified) status. | Supported but US Department of Education grant funds, Project RESTART and Project CREATE recruited teacher candidates in special education and the dual major in elementary education and special education. Workshops were offered to 26 teachers to help them develop strong mentoring skills, to be used in | Project CREATE: 2007-2012 Project RESTART: 2006-2011 | 60 participants in 2011-2012 | Twenty-six participants demonstrated improved supervisor/mentoring skills in delivering teacher candidate feedback. Thirty-four participants prepared to take PRAXIS II in middle school language arts and math. Nine participants passed tests in LA and math. |

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| (Jefferson Elemen- tary, Claxton Elemen- tary, Hunter Elemen- tary, Joyner Elementary Brigh- twood Elemen- tary, Montlieu Elemen- tary, Northeast Middle, Eastern Guilford Middle, Grimsley High, Dudley High, Smith High), RCS (Williams- burg Elemen- tary, Reidsville High, Reidsville Middle), WSFCS (Kerners- ville Middle, Eastern Forsyth High) | | observing, supporting and delivering teacher candidate feedback. In addition, teachers completed two online self-tutorial modules about PRAXIS II content area tests, available to teachers at no cost, in order to prepare them to achieve HQ status in core areas. | | | |

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

In 2011-12, the School of Education and individual departments provided a wide variety of services to Piedmont Triad public schools. Among them, mathematics education faculty

delivered a program, "Afterschool Mathematics Enrichment Activities In Mathematical Reasoning," to 200 students in five schools as part of Project On Track. Students in grades 3-5 showed significant improvement in reasoning that is foundational for algebraic reasoning, including pattern finding, co-variational thinking, and rule generalization. Student success was the result not only of participation in the workshops but in changes in teachers' approaches to instruction; students benefited by having to work through the learning process individually and with peers, with minimized teacher input. A math educator also served as an IHE representative for the North K-16 Mathematics Professional Development Initiative (Northern District of Guilford County Schools). Faculty in the Birth through Kindergarten (B-K) program participated on a State Department of Public Instruction committee to increase inclusive services for young children and worked with the State Division of Child Development on Public Pre-K to prepare a report about improved practices in licensed child care facilities. B-K faculty observed and consulted in all pre-K centers and nine elementary schools in the Charlotte-Mecklenburg School District and provided follow up training for 20 teachers and teaching assistants, all geared toward improved inclusive practice. B-K faculty members also provided Oestep training for 75 teachers and five administrators at Guilford County Headstart, with resulting improvement in teacher-student interactions; and they worked with Project PEERS, an NC Division for Child Development grant, to provide training in inclusive practices for children with Autism Spectrum Disorders. Art students and faculty participated in art festivals at two Guilford County schools, while theatre faculty served on the selection committee for the English Speaking Union Shakespeare Contest and, in conjunction with the North Carolina Theatre Arts Educators, supported a playwriting contest to encourage young writers. Theatre faculty and candidates presented one-hour productions to 4700 students in 13 elementary schools; the students participated in the presentations and, in many cases, in creative dramatics workshops. Dance faculty and students presented classes, mini-concerts and performances for 1340 students in four counties, affording students direct interactions with artists and the arts. Faculty in the Department of Counseling and Educational Development, with support from the College Foundation of North Carolina, developed a curriculum to help parents assist their students in college planning. The Teaching Resources Center shared its extensive collection of print and AV resources, kits, manipulatives, and handheld GPS units with all districts in the Piedmont Triad. Faculty and staff in the Department of Library and Information Studies and Teaching Resources Center continued their commitment to serving as judges for the Battle of the Books, while the SOE and University Libraries supported a presentation by children's author and storyteller Tim Tingle for 600 4th grade students. Other faculty, collaborating in the development of a high school professional development school, helped that school with a fundraiser to provide books to all students for a school-wide read. The Department of Educational Research Methodology worked with three school districts on projects to develop an early warning system to identify at-risk students and test the EVOS (value added growth model) prediction model. They also served as evaluators for the Cumulative Effect grant, which provided professional development and mentoring to teachers of mathematics in the ten lowest performing high schools in Guilford County. Another faculty member served as a member of the board of trustees of the North Carolina Teacher Academy, the state-wide professional development agency.

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

UNCG has a strong commitment to the 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 initial licensure teacher education programs, 2) establish and support a residency program in which candidates co-teach with experienced teachers in high needs districts 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. The project began in partnership with Winston-Salem/Forsyth County Schools; in 2011-12, Guilford County Schools joined the partnership after extensive review of the quality and value of the project. The first cohort of teacher candidates graduated by fall 2011 (one student graduated in spring 2012) and induction programs were implemented to assist them. The second cohort will become teachers of record in fall 2012 and complete their degrees in December. In addition, UNCG collaborates with local school districts to identify the needs of teachers and appropriate means for meeting those needs. Facilitated by Project ENRICH, some 120 in-service and pre-service teachers and faculty at two elementary schools participated in professional development about integrating technology into instruction, co-teaching and differentiated instruction. The Project also provided training about the new North Carolina Professional Teaching Standards at two middle schools. In addition, each year, UNCG provides professional development workshops that have a particular focus on beginning teachers. For example, in summer 2011, the School of Education, with input from career teachers and former participants, presented the 11th annual Yopp Professional Development Summer Institute for 39 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. Science faculty led Project ExSEL (Project Excellence in Science Education Learning), funded by the National Science Foundation through the Robert Noyce Scholarship Program. ExSEL's goal is to nurture, recruit and support undergraduate and graduate students who choose to become high school science teachers and to provide support for Noyce beginning teachers. In 2011-12, the Project had two pre-Noyce summer interns from last summer, five Noyce scholars for the school year (4 undergrads, 1 Masters), and three Noyce teachers in the field (high school teachers who are finishing their second year of commitment to Project ExSEL). A faculty member in the Department of Specialized Education Services completed a funded project that included 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 delivered instruction. Data analysis confirmed that the teachers who participated in Project TEEACH used evidence-based instructional practices and positive behavior support over time, and their students maintained high levels of engagement in their classes. The faculty member continues to disseminate her findings. As part of Project CREATE, a US Department of Education grant, 34 special educators completed online modules in preparation for PRAXIS II content area tests for Highly Qualified status. In addition, the Teaching Fellows Program supported beginning teachers through the Triad Teacher Leadership Conference, co-sponsored by the SOE, Elon and NCA&T Teaching Fellows, and the Triad Teacher Researchers Conference. (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 has offered alternative licensure programs since the 1980's and, since 2000, has facilitated NC TEACH, a structured program that includes recruitment, pre-admission and

ongoing advising, a cohesive program of study, cohort experiences, and mentoring support. In 2011-12, 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 in Winston-Salem, High Point, Kernersville and Greensboro to recruit lateral entry candidates, attended two 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 (K-12 French, Spanish, art, dance. Physical/health education and education of the deaf and hard of hearing; birth-kindergarten; middle grades language arts, mathematics, science and social studies; and secondary English, Latin, mathematics, science and social studies). Together, the advisor and faculty members reviewed applicants' credentials, developed individualized programs of study, and provided support for clinical experiences. In summer 2011, 24 new and first year undergraduate and graduate candidates enrolled in the 12th 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 2011 and spring 2012, eight 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 150 potential applicants, continued to support teachers from earlier cohorts, and provided information for Regional Alternative Licensure Center candidates. Candidates in middle grades, high school and foreign language licensure programs take coursework at the graduate level and have the opportunity to transfer credits from their licensure courses to an M.Ed. program. Thirty candidates completed their programs of study in 2011-12. The Department of Specialized Education Services (SES) offers a similar post-baccalaureate program that transitions seamlessly into an M.Ed. program. In 2011-12, SES supported the work of 48 initial licensure candidates in special education, 38 of whom were lateral entry teachers. Orientations were held for all teachers in these programs. (See Section C for additional information about support for beginning teachers.)

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 2011, the School of Education offered the Summer Symposium for Future Ready Teachers for 254 teachers and administrators, with sessions that focused on cooperating teacher training, teaching English language learners, and Praxis II preparation for special educators. During the academic year, faculty in the TESOL for ALL grant offered workshops to 36 teachers in seven school districts and 10 M.Ed. candidates, who were then ready to take the ESL Praxis II exam. Supported by USDOE Project CREATE and Project RESTART, SES faculty worked with 26 teachers in three districts to strengthen their mentorship of teacher candidates and offered online modules for 34 special education teachers as they prepared to take PRAXIS II to be highly qualified in their content areas. The Department of Teacher Education and Higher Education provided Informal professional development for 12 mathematics teachers on instructional technology; academic and in-service experiences at four schools focused on enrichment activities that improve mathematical reasoning (Project On Track); and workshops related to Common Core Standards, assessment and instruction for 54 teachers in three other schools as part of the funded program, Core-Math: Supporting the Implementation of Common Core Standards Using Learning Trajectories. The Department of Library and information Studies offered three half-day workshops on Common Core Standards and AASL National Standards and their impact on information literacy curriculum; 180 teachers in two districts attended. Throughout the year, the

USDOE-supported Project ENRICH (described in Section C) steering committee, as well as school and university faculty and administrators, held meetings to plan professional development for its residents, traditional candidates and teachers in the partner districts. As noted in Section C, about 600 in-service and pre-service teachers participated in professional development through Project ENRICH. This included faculty at two elementary schools who focused on technology professional development to support embedding technology in instruction and faculty at another school at which coaches presented about co-teaching and differentiated instruction. Project ENRICH coaches worked with cooperating teachers in 16 schools, including cooperating teachers for four undergraduate “teams”: two elementary education cohorts, elementary/special education dual majors, and a middle grades team. The Project also provided training about the new North Carolina Professional Teaching Standards at two Winston Salem/Forsyth County middle schools. The Department of Library and Information Studies planned the annual iDEAL (Information, Diversity Engagement, Access, and Libraries) Summit that explored re-imagining libraries in relationship to 21st century technology and the “flattening of the world.” Music faculty, as part of a program that included student classes and performances, offered workshops to 20 in-service teachers, focusing on bass, violin, viola and cello pedagogy; alternative styles; and rehearsal strategies. Finally, the Piedmont Triad Education Consortium, an affiliate of the School of Education, facilitated job-alike meetings for district administrators and curriculum specialists and offered workshops on a variety of subjects, including Common Core Standards, STEM and literacy instruction, evaluation and leadership for more than 2600 teachers, administrators and other school-based professionals 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 2011-12, 18 of the 56 elementary schools in which students were placed for student teaching had Title I designations, as did three of 31 middle schools and 10 of 39 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 implementing partnership activities at Smith High School in Guilford County, which enrolls many high risk students. In 2011-12, faculty worked with the schools’ English department to plan a One School/One Book project for fall 2012, including helping to raise funds to supply books for all students, and the Math Education Professional Learning Community and the Science Community Garden projects supported STEM experiences for students. (For more information about the partnership with Smith High, please see Table A, above.) For more than a decade, Project Effort and the Youth Leadership Corps, led by the Physical /Health Education faculty, has guided students, teachers and parents in high risk environments in the development of students’ self-awareness and responsibility. These faculty members have also provided workshops about the science of healthful living for students and faculty in three counties as part of a National Institutes of Health project. Music faculty and UNCG teacher education candidates offered string instrument, sectional and master classes, as well as opportunities to perform for 170 students in four schools. In one of these programs at a Title I elementary school, approximately one-third of the 5th grade students will continue orchestra study in 6th grade when they go to middle school. Teaching Fellows supported the public schools (especially low-performing and at-risk schools) by volunteering with the ACES (After-School Care Enrichment Services) Program and the Peck

Reading Program in Guilford County Schools (GCS), serving as proctors for GCS, providing supplies for GCS through the "Totes for Teachers" drive, and volunteering with local Boys & Girls Clubs. In addition, Teaching Fellows coordinated the annual Children's Festival, a health celebration and fair, which is designed as an outreach to the community's students. Some 400 children and their families attended the festival. A School Social Work faculty member, who is studying the effects of group services for at-risk students, provided training to 50 social workers in Winston Salem/Forsyth schools focused on planning and conducting groups. She also monitored and oversaw six groups and evaluated the outcomes of this intervention.

Overall, teachers in low-performing and at-risk schools were strongly represented in support and professional development activities (see Sections B, C, D, E). 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 B, C, E, G, H, I, J, K, L) also provided 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), Randolph County Schools 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. 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 400 Piedmont Triad 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 a National Science Foundation grant, Rethinking the STM Pipeline, which addresses middle grade girls' science identities; the RttT Piedmont Triad Leadership Academy to prepare administrators for high needs schools; and Project ENRICH's residency and evaluation projects. All pre-service candidates must document their leadership skills as one artifact of their final teaching portfolios.

***21st century systems**: The 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 that data to drive instruction. The portfolio requirement itself is systemic: All initial licensure 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. Project ENRICH clinical faculty attend regularly scheduled meetings to ensure their understanding of teacher preparation procedures and expectations, while both the SOE and individual programs provide orientation for cooperating teachers. In 2011, a workshop for 200 cooperating teachers was included at the annual SOE summer symposium. This workshop will be repeated in 2012. 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) meets regularly with program 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, ESOL, middle grades 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 2011-12, TESOL for ALL completed its five year award, while Core-Math: Supporting the Implementation of Common Core Standards Using Learning Trajectories began to work with teachers in developing curricula and instruction aligned with the new standards. The training of clinical faculty and mentors through the Project ENRICH contributed to the leadership, coaching and instructional skills of career teachers, as well as the beginning teachers with whom they worked. At the same time, focused cohorts assisted in recruitment and retention. The Departments of Teacher Education/Higher Education and Educational Leadership and Cultural Foundations offered off-campus cohorts that met the needs of candidates and districts.

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, professional development and supervision of interns. The School of Education sponsored attendance at the annual meetings of the New Teacher Center, the American Association of Colleges for Teacher Education, the American Educational Research Association, and others at which UNCG faculty and students presented their research and learned about new theory and practice related to professional preparation and PK-12 instruction. Faculty in several departments continued their collaboration with teachers in the implementation of a PDS in Guilford County, with foci on STEM and literacy projects.

3) External funding is also essential to the work of professional preparation programs. As of May 15, 2012, the School of Education, including SERVE, an affiliate of the SOE, had active awards of \$34.7 million, including projects described in other sections of this report.

Supplemental Information (Optional)

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

In order to meet the needs of candidates who are preparing to take Praxis I prior to admission to teacher education or Praxis II at the end of their programs, the director of the Teaching Resources Center (TRC) prepared materials about Praxis resources and maintains a collection of Praxis I and II study guides. Candidates also have access to Learning Express software, a practice tool that is available through the Jackson Library. At the same time, programs provide support for targeted populations, including candidates and practicing teachers who seek additional licensure. In 2011-12, 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 two online modules for middle grades and secondary teachers as they prepared to take Praxis II content areas exams 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); 34 used the modules to prepare for English/Language Arts and Mathematics exams. ESOL faculty provided year-long professional development in Asheboro City Schools, as they had done throughout the five year grant, and offered online modules for teachers in other districts. In 2011-12, an additional 36 teachers prepared to take the Praxis II exam to 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 area high schools, recruits 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 begun to offer Integrated Sciences, a well-rounded program of science content and pedagogy, as a route to licensure in comprehensive science. The Department of Teacher Education and Higher Education enrolled 12 students in the new M.Ed. cohort in Middle and Secondary Mathematics Education. Faculty in the Department of Specialized Education Services visited three community colleges to provide information about the Birth-Kindergarten program, while the Department of Library and Information Services held a library information fair for 84 participants in Robeson County and participated in six other recruitment events. The SOE participated in the Institute for the Recruitment of Teachers' annual minority recruitment event and supported four IRT scholars. The NC TEACH advisor met with Piedmont Triad administrators and lateral entry teachers to provide information about UNCG alternative licensure programs. She offered five information sessions (in Winston-Salem, High Point, Kernersville and Greensboro) to recruit lateral entry candidates, attended two job fairs for beginning teachers, and provided information and guidance in response to inquiries. At the same time, the Director and Administrative Assistant for Project ENRICH recruited candidates for

residency programs in middle grades and high school science and math, special education and English as a Second Language. Teaching Fellows continued to recruit for its freshman class in this, the final year of new candidates to the program.

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

Many of the School of Education's recruitment activities target all students but put special emphasis on recruiting and retaining students from diverse backgrounds. The SOE programs, because of their strength and stature, are attractive to applicants; UNCG has a reputation for excellence in teacher and other school-based licensure programs, including its cohort-based elementary education program, a strong ESOL program, structured theoretical and practical administrator training, and one of the few ASL and Education of the Deaf and Hard of Hearing programs in the state. The Department of Counseling and Educational Development is ranked 4th in the nation by U.S. News and World Report. At the same time, focused recruitment efforts are made. As noted above, in 2011-12, UNCG participated in the Institute for the Recruitment of Teachers. The SOE currently supports four IRT scholars, one masters' student and three doctoral candidates. 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. Participants receive a \$6,800 stipend for tuition, fees and books each year and are required to teach in the field two years for every stipend they draw. SES also continued its 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 are members of minorities groups. In addition, the SOE sees retention of all students as an essential focus. Praxis workshops and practice software are available to assist all students in meeting eligibility requirements for teacher education. The SOE provides scholarships and graduate fellowships for qualified candidates, members of both majority and underrepresented groups, whenever possible. UNCG has instituted the Academic and Cultural Enrichment (ACE) Scholars Program in order to increase the number of culturally diverse librarians in academic libraries. This initiative, in collaboration with the academic libraries at ten partner institutions in North Carolina, provides students with financial support, internship opportunities, pairs them with experienced librarians for mentoring, and offers cultural enrichment activities during their Master of Library and Information Studies (MLIS). With funding received from the [Institute of Museum and Library Services' Laura Bush 21st Century Librarian Program](#), fourteen students were recruited into UNCG's two-year MLIS degree program in 2009, and all graduated in May 2011. The second cohort of 17 ACE Scholars started in August 2011. They will graduate in May 2013. Finally, international interactions are valued. For example, the Department of Specialized Education Services hosted students from Taiwan, Saudi Arabia, Japan and Romania. The Department of Educational Research Methodology has students from Mauritius, Kenya, Cameroon, Malawi, Ghana, The Virgin Islands, Peru, China, and Malaysia. 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, and a National Science Foundation award for \$2.8 to implement hands-on science curricula and recruit students to STEM careers. On Track: Learn Math is a two year award that offers enrichment activities and professional development for elementary school students in an after-school program to enhance their mathematical reasoning. Math educators were awarded an NC QUEST grant, Core-Math: Supporting the Implementation of the Common Core State Standards/Using Learning Trajectories. This partnership with Randolph County Schools supports teachers in meeting the increased content knowledge demands in the standards and in understanding students' development of mathematical concepts. The Department of Teacher Education and Higher Education (TEHE) completed its five-year grant, TESOL for ALL, working closely with districts that have particularly high numbers of recent immigrants to the United States. TESOL faculty continued to support the Community Voices project in conjunction with Coalition for Diverse Language Communities (CDLC) and is pursuing plans for plans for TESOL for ALL to morph into the Center for Diverse Language Communities. Faculty in the Department of Specialized Education Services continued its work with Project PEERS, an NC Division for Child Development grant that focuses on providing training in inclusive practices for children with Autism Spectrum Disorders. The SOE and Winston-Salem/Forsyth County Schools completed the second year of its partnership, with support from Project ENRICH, a \$6.9 million award from the U.S. Department of Education award to implement a teacher residency program, induction support, professional development for in-service teachers, and the evaluation of initial licensure programs. Guilford County Schools joined the partnership in 2011-12. With input from other units at UNCG and public school partners, graduate licensure programs began to deliver their newly revised curricula, while undergraduate programs completed their second year with the newly structured programs. All programs collected data for candidates that demonstrate 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 | 3 |
| | Asian/Pacific Islander | 1 | Asian/Pacific Islander | 8 |
| | Black, Not Hispanic Origin | 21 | Black, Not Hispanic Origin | 86 |
| | Hispanic | 4 | Hispanic | 17 |
| | White, Not Hispanic Origin | 158 | White, Not Hispanic Origin | 506 |
| | Other | 2 | Other | 10 |
| | Total | 186 | Total | 630 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 2 | Black, Not Hispanic Origin | 13 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 24 | White, Not Hispanic Origin | 44 |
| | Other | 1 | Other | 1 |
| | Total | 27 | Total | 58 |
| 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 | 6 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 13 |
| | Other | | Other | 1 |
| | Total | | Total | 21 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 4 | Black, Not Hispanic Origin | 28 |
| | Hispanic | | Hispanic | 3 |
| | White, Not Hispanic Origin | 24 | White, Not Hispanic Origin | 60 |
| | Other | 1 | Other | 7 |
| | Total | 29 | Total | 99 |

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) | 0 | 3 |
| Elementary (K-6) | 0 | 0 |
| Middle Grades (6-9) | 1 | 11 |
| Secondary (9-12) | 4 | 23 |
| Special Subject Areas (k-12) | 1 | 5 |
| Exceptional Children (K-12) | 1 | 6 |
| Vocational Education (7-12) | 0 | 0 |
| Special Service Personnel (K-12) | 0 | 0 |
| Other | 1 | 1 |
| Total | 8 | 49 |
| Comment or Explanation: | | |
| | | |

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

| | Baccalaureate |
|-------------------------|----------------------|
| MEAN SAT Total | 1,196 |
| MEAN SAT-Math | 564 |
| MEAN SAT-Verbal | 571 |
| MEAN ACT Composite | 23 |
| MEAN ACT-Math | 22 |
| MEAN ACT-English | 22 |
| MEAN PPST-R | 178 |
| MEAN PPST-W | 175 |
| MEAN PPST-M | 179 |
| MEAN CBT-R | N/A |
| MEAN CBT-W | N/A |
| MEAN CBT-M | N/A |
| MEAN GPA | 3.26 |
| Comment or Explanation: | |
| | |

D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | |
|--|----------------------|------------|------------------------------|-----------|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | 13 | 16 | | 11 |
| Elementary (K-6) | 43 | 114 | | |
| Middle Grades (6-9) | 4 | 14 | | 14 |
| Secondary (9-12) | 16 | 35 | | 13 |
| Special Subject Areas (K-12) | 27 | 51 | | 5 |
| Exceptional Children (K-12) | 16 | 25 | | 17 |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | 3 | 1 | | |
| Total | 198 | 233 | | 60 |
| 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 | 164 | 99 |
| Spec Ed: General Curriculum | 44 | 98 |
| Institution Summary | 208 | 99 |
| * 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 | 75 | 213 | 54 | 15 | 5 | 1 |
| U Licensure Only | 14 | 11 | 4 | | | 1 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 8 | 2 | 4 | | 1 | |
| U Licensure Only | 12 | 7 | 5 | 1 | 2 | 3 |
| 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 | 444 | 93 | 57 |
| 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 | 1,899 |
| Forsyth County Schools | 801 |
| Randolph County Schools | 481 |
| Wake County Schools | 413 |
| Alamance-Burlington Schools | 404 |
| Rockingham County Schools | 347 |
| Charlotte-Mecklenburg Schools | 337 |
| Davidson County Schools | 302 |
| Durham Public Schools | 164 |
| Asheboro City Schools | 145 |

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 |
|--|--|---|
| 89 | 36 | 124 |