

IHE Bachelor Performance Report

Guilford College

2012 - 2013

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, under the direction of College Faculty. 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 an opportunity 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 context and how it impacts/influences learning; 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. 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 and authentic assessment 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 several candidates, and has two more, 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 2013 (approval request has been submitted to NCDPI). 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 |
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| 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 | (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 | (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 | June 2009-ongoing: partnership established. June 2010-ongoing: specific SIP initiatives addressed. | Administration (principal, curriculum facilitator, and principal intern), and majority of faculty, > 40. | (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 |

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| <p>school year, but have not since that date. ES had formal collaborative plans with Guilford Elementary School to help better prepare students for EOG tests during the each year.</p> | <p>high at-risk and successful students.</p> <p>Intern leadership project to meet Priority goals 1&2: All</p> | <p>to assure that the 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>that incorporated many of the 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</p> |

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| | <p>students will show growth in reading and will meet and/or exceed local and state expectations</p> | <p>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> | | | <p>whom interns and student teachers 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> |

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| | <p>(Separate School Initiatives)</p> <p>B. Help ESL learners become more proficient in English and be more successful with academic performance.</p> | <p>B. Guilford College education students from the cultural diversity course with guidance from Guilford ES faculty created and implemented tutoring sessions for ESL students.</p> | | | <p>B. Staff at Guilford Elementary reported that the students attending the tutoring had become more successful in class work and performed at a higher level on benchmark tests. Parents of the ESL students expressed gratitude for the extra time the college students spent in helping their children be more successful in their academic performance.</p> |
| <p>Peeler Open Elementary School (Public Magnet School)</p> <p>Peeler Open is a progressive and creative magnet</p> | <p>(Adapted from Peeler Open Elementary School Improvement Plan)</p> <p>A. 1. Peeler Open School will</p> | <p>(Initiatives to address School Improvement Plan goals)</p> <p>A.1 & 2. a. POE teachers and ES</p> | <p>Fall 2011-ongoing: specific SIP initiatives addressed.</p> | <p>Administration (principal and curriculum facilitator), and majority of faculty, dependent upon interns,</p> | <p>(Addressing School Improvement Plan goals)</p> <p>A.1.& 2.POE teachers noted the</p> |

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| <p>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>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>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 research paper. (Candidate – Evidence 5).</p> | | <p>etc.</p> | <p>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 based practices were implemented. - Benchmark and EOG data showed marked improvement in the area of math for students with</p> |

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| | | | | | whom interns and student teachers worked. |
| <p>Northern Guilford Middle School. In 2013, Northern Guilford Middle School embarks on its eighth year of existence in northern Guilford County. Northern Guilford Middle boasts of an ethnically, socially, academically, and economically diverse student population While Northern Guilford Middle can be proud of the experienced growth in its ABCs and achieved AYP, achievement for all subgroups must be raised. As student growth at Northern continues, the school is confronted with changing</p> | <p>(Specific school initiatives) To continue to explore communication with a “seasoned” educator to provide insights for the school’s School Improvement Team.</p> | <p>(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.</p> | <p>Leadership team membership by ES faculty.</p> | <p>School Improvement team: Four administrators, 7 faculty, 2-3 parent volunteers. Future SIP initiatives: Continue to explore how faculty can aid with specific SIP initiatives as necessary.</p> | <p>(Addressing School Improvement Plan goals) 1. Faculty membership on school leadership team, for the third consecutive year.</p> |

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| subgroup populations from one year to the next. | | | | | |
| <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 student achievement. Based on AYP results there is a significant gap between economically disadvantaged students and</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</p> | August 2010-ongoing | Administration (principal and APs), and majority of faculty, dependent upon interns, etc. | <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</p> |

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| | <p>whole school in math; so there will be an emphasis on closing this gap.</p> | <p>and reading instruction.</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>instruction.</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.</p> <p>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. |

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| <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</p> | <p>(Specific Initiatives) 1. Work with students based on a continued need identified in the school's School Improvement Plan (SIP). For the academic year</p> | <p>(Initiatives to address school goal) 1. Researched, developed, and proposed two proposals to faculty to facilitate increased opportunities for high school</p> | <p>Aug. 2010-present: ongoing (re. partnerships). Regarding specific SIP initiatives, Dec. 2012 - May 2013.</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, faculty are excited about the two proposals</p> |
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| <p>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 the improvement and examination of character development initiatives.</p> | <p>2012-2013, this focused on continued development of character education. 2) Continue to facilitate communication and partnership between Grimsley HS and Guilford College.</p> | <p>students to work with College students in and around character development. Proposals focused on providing HS students opportunities to work with both College students and staff.</p> <p>2. Continued communication and partnership between GHS faculty and GC faculty. Two meetings were established (one 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>submitted by Guilford College students and will explore which/how they may be employed for the upcoming academic year, 2013-2014.</p> <p>2. Student Teachers will be placed with five Grimsley HS teachers for the Fall 2013 semester.</p> |
| <p>Northern Guilford High School NGHS is a grade 9-12 school that Established in 2007, Northern Guilford High School is located in the Piedmont Triad of North Carolina, a metropolitan area of about one million</p> | <p>(Specific school initiatives) To continue to explore communication with an experienced educator to provide insights for the</p> | <p>(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</p> | <p>Leadership team membership by ES faculty.</p> | <p>School Improvement team: Four administrators, 7 faculty, 3 parent volunteers. Future SIP initiatives: Continue to explore how faculty can aid</p> | <p>(Addressing School Improvement Plan goals) 1. Faculty membership on school leadership team, for the first year, beginning Summer</p> |

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| <p>people, which includes Greensboro, a city of 230,000, High Point, and Winston Salem. Greensboro has a diverse economic base of manufacturing, business, insurance, banking, service industries, and education. Two state universities and three private colleges are located in Greensboro. Northern Guilford High School serves the northern sector of Greensboro/Guilford County, which includes established neighborhoods, new suburban areas and some rural areas. Northern Guilford students are from diverse economic, religious, racial, and national backgrounds.</p> | <p>school's School Improvement Team.</p> | <p>and College.</p> | | <p>with specific SIP initiatives as necessary.</p> | <p>2013.</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. Faculty members from other departments at Guilford College are involved with public schools. For example, several faculty continued to tutor and read stories in local elementary schools to children. An English faculty member served on the PTSA Board for the Early College at Guilford. Another English faculty member attended a school board meeting and spoke about keeping the challenging, cutting edge books, *House of the Spirits* and *Beloved*, in the curriculum. Science faculty sponsored an all-day AP Biology lab day with a local high school. As part of this all-day experience, College students answered questions from the high school students about college life and challenge over lunch

sponsored by the College. Science faculty also 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 three weeks of after school science programs for 3rd through 5th grade students at a local school. Additionally, the same faculty member spoke to a local elementary school about character education (monthly, through the academic year) and also developed and presided over a “robot” demonstration for a local high school. From the music Dept., faculty led the College Choir, Chamber Singers, and Guitar Ensemble on a tour to area high schools. One Music Faculty member was the conductor/clinician for the NC women's all-state chorus may 3-4 in Greensboro, wherein all the singers were from NC public high schools. 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, one FL faculty member judged the skits for the annual NC German Day, held at UNCG this year, where about 550 NC German students from high schools and middle schools around the state participated. Another FL faculty member played Mexican Folk songs on his guitar for the kids at the International Festival at a local elementary school (in the students' native language of Spanish). Many faculty members were likewise 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 2013. 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 2013. The same faculty member developed a resource guide to help new faculty in developing areas where they have not yet reached the proficiency level. Another ES faculty member worked with the Curriculum Facilitator at Guilford Elementary, one of Guilford Colleges partnership schools, to provide monthly support group meetings for first year teachers. Finally, another ES faculty recently completed his third year as member of a local school's leadership team, to help all faculty have a voice in school planning and curricular development. He has also been elected to begin his first year as a member of a local HS's SIT, beginning summer 2013. Likewise, a faculty member has been asked to work

closely with faculty at a local high school and help with the instruction of science and differentiated instruction and motivational strategies, for the Spring 2012-Spring 2013 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 had increased from approximately 50 majors to approximately 210 in ten years. (However, this number has recently decreased as of late due to changes in funding for non-traditional students.) 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 third year on a School Leadership Team and has taught workshops at that school, based on identification of need by the principal. He was also recently elected to a local HS's SIT, beginning summer 2013. 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 and motivational strategies (ongoing for the 2012-2013 year, as well). Finally, GC faculty work closely with Guilford County teachers, when possible, with professional development. 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.

Our interns and student teachers are involved in assessing students in our partner schools using data driven evaluation to plan interventions for reading and math. Clinical faculty from our partner schools lecture in our processes of education classes specifically to teach our students how to utilize assessment software, such as Dibels in elementary school, and other county-wide assessments technologies (for both elementary and secondary interns and student teachers). Our candidates participate in on-going professional development at their sites. This year elementary candidates participated in on-going professional development in guided reading with the Education Resource Group. We are continuing to require our candidates to have sufficient course work in mathematics. Our mathematics methods teacher is a clinical practitioner who introduces our students to the new Common Core Standards and Evaluations. All of our student teachers incorporate math and reading standards into their lessons and especially, into EE 3 and 5. Throughout the internship semester candidates are coached on using informal, formative

assessment to plan for instruction. In their student teaching semester, through clinical conferences with both their cooperating teachers and college supervisors, student teachers must supply evidence from assessment to show how they made instructional decisions.

One of our partner schools is an arts-based, open magnet school. Interns and student teachers, as well as students completing field work for foundations courses are encouraged to work at this school. One of the faculty has a background as an arts teacher in the public schools. In all of our classes we model the incorporation of theater, visual arts, and literature. In many classes we also incorporate movement and music.

Beginning in Fall 2013, we will have two new SmartBoards which we will have students utilize in their presentations and course work. All of our students use Digication as an online data storage system. We incorporate the use of technology into instructional planning, including critique of software and hardware, applications and video.

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 2012-2013 we continued to focus 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 2012 and spring 2013 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 (and was also offered in Fall 2012 and will be offered again in Fall 2013). 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 handwrite letters to prospective candidates, as identified by the College's Dean of Admissions and Recruiting. ES faculty also interview honors students who express interest in education and respond to myriad phone calls and emails from prospective parents and candidates about the Program. Arrangements are made for applicants interested in education to visit ES classes and spend time with present students. ES faculty attended information sessions organized by the Center for Continuing Education (CCE) to recruit students into our newly re-designed degree and "licensure-only" programs (a minimum of six times per academic year). Faculty also held Departmental Open Houses for prospective students; attended college-wide admissions open houses; provided lunch discussions with prospective students; and revised the night and summer schedules to better address the needs of non-traditional students (by the addition of a 4:00pm course time). Faculty have continued to attend and provide Program information at sessions organized by local community colleges for transfer of community college students majoring in education to local 4-year institutions, as necessary. 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 form ES faculty and staff, at Guilford.

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

Faculty were fortunate to continue publication in referred journals and also present at scholarly meetings during the 2012-2103 academic years. One faculty member completed 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, Northern High School, and Southeast and Grimsley Senior High Schools. 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 | 2 |
| | White, Not Hispanic Origin | 4 | White, Not Hispanic Origin | 29 |
| | Other | | Other | |
| | Total | 4 | Total | 44 |
| 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 | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 9 |
| | Other | | Other | |
| | Total | 2 | Total | 12 |
| 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 | 1,201 |
| MEAN SAT-Math | * |
| MEAN SAT-Verbal | * |
| MEAN ACT Composite | * |
| MEAN ACT-Math | N/A |
| MEAN ACT-English | N/A |
| MEAN PPST-Combined | 527 |
| MEAN PPST-R | 182 |
| MEAN PPST-W | 177 |
| MEAN PPST-M | 179 |
| MEAN CBT-Combined | N/A |
| MEAN CBT-R | N/A |
| MEAN CBT-W | N/A |
| MEAN CBT-M | N/A |
| MEAN GPA | 3.22 |
| Comment or Explanation: | |
| *-Less than five scores reported. | |

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) | 15 | 2 | 3 | 4 |
| Middle Grades (6-9) | | | | |
| Secondary (9-12) | 1 | 1 | | 1 |
| Special Subject Areas (K-12) | | | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 16 | 3 | 3 | 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 | 16 | 100 |
| Institution Summary | 16 | 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 | 12 | 4 | 2 | 1 | | |
| U Licensure Only | 6 | | | 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 | 24 | 100 | 46 |
| Bachelor | State | 4,761 | 92 | 60 |

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 | 137 |
| Forsyth County Schools | 35 |
| Rockingham County Schools | 31 |
| Alamance-Burlington Schools | 21 |
| Randolph County Schools | 20 |
| Wake County Schools | 12 |
| Davidson County Schools | 9 |
| Charlotte-Mecklenburg Schools | 9 |
| Buncombe County Schools | 7 |
| Chatham County Schools | 6 |
| Durham Public Schools | 6 |
| Chapel Hill-Carrboro 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 |
|--|--|---|
| 5 | | . |