

# IHE Bachelor Performance Report

## UNC-Greensboro

2012 - 2013

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### 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 122 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad region of the state. UNCG is committed to being a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service, and is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. The student body reflects the rich cultural diversity of the world, nation and state. UNCG enrolls about 4000 new undergraduate and graduate students and 1700 transfer students annually. Of UNCG's 16,926 resident students in fall 2012, 83% were undergraduates and 17% were graduate students, 65% of resident undergraduates were female and 34% male, and 7% of undergraduates and 18.5% of resident graduate students were from out-of-state. The ethnic minority enrollment was 39%, including 25% African American resident undergraduate students and 14% African American resident graduate students. Approximately 77% of degree-seeking undergraduate students received financial aid. In fall 2012 the extension headcount was 1,246 (an additional 343 resident students took extension courses), making the total university student headcount 18,172. The UNCG faculty is committed to excellence in teaching, research, and public service: 52% of the 783 full-time faculty were tenured, while 81% held the doctorate or terminal degree in their fields. The ratio of students to all faculty was 15:1. Academic schools/programs are organized into Arts and Sciences; Business and Economics; Education; Health and Human Sciences; Music, Theatre, and Dance; Nursing; Graduate School; and the Joint School of Nanoscience and Nanoengineering, in conjunction with North Carolina Agricultural and Technical State University. Four of the eight academic units offer programs leading to teacher, administrator and other school personnel licensure. In 2011-2012 UNCG awarded 2,598 bachelor's, 906 master's, 71 specialist, and 113 doctoral degrees.

### Special Characteristics

The mission of professional education at The University of North Carolina at Greensboro is to ensure "Access to Opportunities through Teaching, Learning and Caring." This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our professional education unit, as a whole, and individual programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision

making, and professional growth to support the learning of all children in the context of 21<sup>st</sup> century complexity and dynamic change.

The UNCG School of Education (SOE) is organized into six departments: Counseling and Educational Development (CED), Educational Leadership and Cultural Foundations (ELC), Educational Research Methodology (ERM), Library and Information Studies (LIS), Specialized Educational Services (SES), and Teacher Education and Higher Education (TEHE). It was ranked 51<sup>st</sup> in U.S. News and World Report ranking of graduate schools of education. Counselor Education was ranked 3<sup>rd</sup> in the nation and Library and Information Studies ranked 22<sup>nd</sup>. The Department of Educational Research and Measurement is a member of the Academic Common Market. The Department of Specialized Education Services is a member of the Higher Education Consortium in Special Education, the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas. SES offers an undergraduate educational interpreting program, 1 of 6 in the southeast U.S. and the only one in North Carolina, and a dual major program that combines elementary and special education. SES also offers the only American Sign Language teacher licensure program at a North Carolina public university. The SOE hosts several affiliated programs including NC Principal Fellows Program, The College Foundation of North Carolina, The Piedmont Triad Education Consortium, and SERVE.

## **Program Areas and Levels Offered**

UNCG's professional education licensure programs are housed in four professional schools (Education, Health and Human Performance, Human Environmental Sciences, and Music, Theatre & Dance) and the College of Arts and Sciences. The Teachers Academy, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs, facilitating collaboration and communication among UNCG's 20 teaching licensure areas. Ten undergraduate programs are offered through the SOE, alone or in conjunction with university academic units; 10 are offered through other schools on campus. The following initial licensure programs are offered at the undergraduate level: American sign language; art; birth-kindergarten; comprehensive science; comprehensive social studies; dance; education of the deaf and hard of hearing; elementary education; elementary/special education dual major; English; health and physical education; mathematics; middle grades education in language arts, mathematics, science and social studies; music; second language studies in French, Latin and Spanish; school social work; special education: general curriculum; and theatre arts. English as a second language is offered as an add-on licensure program. Both ESOL and endorsement in computer education are post-baccalaureate programs. At the graduate level, the following are offered: birth-kindergarten; chemistry, comprehensive science; comprehensive social studies; dance, elementary education; elementary/mathematics; English as a second language; instructional technology specialist; mathematics; middle grades education; media coordinator; media supervisor, music; reading; school administrator; school counselor; second language studies in French, Latin, Spanish; special education: learning disabled and behaviorally-emotionally disabled; speech and language pathology; and theater arts; as well as post-master's certificates in college teaching, school counseling, and educational leadership. UNCG is accredited by the National Council for Accreditation of Teacher Education. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, Council for Exceptional Children, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, and Council for the Accreditation of Counseling and Related Educational Programs.

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

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

LEAs/ Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of participants (teachers and other professionals)	Summary of the Outcome of the Activities and/or Programs
<p><b>PROJECT ENRICH:</b> UNCG School of Education in partnership with Winston Salem Forsyth &amp; Guilford County Schools (WSFCS/GCS)</p> <p>WSFCS: Diggs Latham Elem; Hall Woodward Elem; Konnoak Elem; Kernersville Middle, Wiley Middle, Southeast Middle, East Middle, Philo-Hill Magnet Academy, Carver High, Reynolds High, Walkertown Middle, Ashley Elem</p> <p>GCS: Doris Henderson Newcomers School, Guilford Middle School, Kiser Middle, Mendenhall Middle, Jamestown Middle, Irving Park Elementary School</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p><b>Goal:</b> NC public school students will be healthy and responsible.</p> <p><b>Goal:</b> Leadership will guide innovation in NC public schools.</p> <p><b>Goal:</b> NC public schools will be governed and supported by 21<sup>st</sup> Century systems.</p> <p>Specifically, Project ENRICH focuses on the implementation and evaluation of improved models for teacher preparation and leadership development.</p>	<p>The grant, awarded in April 2010, includes a residency program for graduate-level initial licensure candidates, evaluation of initial licensure programs, and professional development.</p> <p>By April 2013, three graduate-level residency cohorts had been selected. The 26 members of the first two cohorts have completed their Masters of Education and are completing their first or second year of teaching in the WSFC and GCS schools. The third cohort is completing the residency year and will graduate with master's degrees by December, 2013. The fourth cohort began coursework in summer 2013.</p> <p>In 2012-13, Project ENRICH also delivered professional development workshops and a summer symposium, developed in collaboration with school partners and in response to their needs. The summer symposium, with participation open to all school districts, included sessions focused on cooperating teacher training, ESOL, Praxis II</p>	<p>April 1, 2010 through March 31, 2015</p>	<p>2011-12: 8 residents program completers</p> <p>2011-2012: 18 residents program completers</p> <p>2012-2013 11 residents currently enrolled</p> <p>More than 500 registrations for professional development</p> <p>Summer Symposium: 254, including</p> <ul style="list-style-type: none"> <li>• 123 Clinical Teacher Academy</li> <li>• 77 TESOL for ALL Celebrating our Students' Diverse Linguistic and Cultural Heritage</li> <li>• 39 Yopp Beginning Teacher Institute</li> <li>• 15 Project CREATE Praxis 2</li> </ul>	<p>By spring 2013, the first, second and third cohorts of graduate-level residents were recruited, interviewed and enrolled in M.Ed. in science, mathematics, special education and English as a Second Language. Project ENRICH coaches worked with cooperating teachers for four undergraduate "teams": elementary education juniors, elementary education seniors, dual major (elementary/special education) and middle grades. In order to begin evaluation, clinical faculty, coaches, candidates and others were interviewed and classroom observations were conducted. The results of the interviews and observations will be used to inform ongoing project activities as well as to support licensure program review and revision. A database has also been developed; it will provide additional data for project ENRICH and university licensure programs.</p> <p>ENRICH is expected to positively impact teacher preparation, induction support, professional development and student</p>

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(Residents are in the schools listed above. Additional schools are included in evaluation and professional development.)		preparation, and beginning teachers' communication and dispositions. Other professional development workshops for beginning and experienced teachers focused on Common Core State Standards, literacy, classroom management, induction information, differentiation, instructional planning and instructional strategies. Additional workshops were delivered by coaches to residents and undergraduate pre-service candidates. Finally, coaches provided support for clinical faculty and cooperating teachers and facilitated monthly meetings for clinical teachers who worked with residents.		Preparation	<p>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, an 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><b>The Qualcomm Wireless Reach (TLINC® 2.0) project:</b> UNCG Department of Project ENRICH &amp; Specialized Education Services in partnership with Guilford County Schools (GCS) and Winston-Salem/Forsyth County Schools (See Project ENRICH above for list of schools)</p>	<p><b>Goal:</b> NC public schools will be led by 21st Century professionals. <b>Goal:</b> Leadership will guide innovation in NC public schools. <b>Goal:</b> NC public schools will be governed and supported by 21<sup>st</sup> Century systems.</p> <p>Specifically, NCTAF's overarching goals is to create online and face-to-face</p>	<p>The Qualcomm Wireless Reach (TLINC® 2.0) project is a partnership between the National Commission on Teaching and America's Future (NCTAF), Teachers Learning in Networked Communities (TLINC®), and the University of North Carolina at Greensboro's Project ENRICH. Through this project, pre-service teacher candidates and beginning teachers created online and face-to-face networks and support systems.</p> <p>Participating Project ENRICH interns, residents and beginning teachers</p>		35-40 candidates and beginning teachers.	<p>Interns, residents, and inductees had differing needs. In order to use mobile devices effectively to build a professional network and support evidence-based professional growth, more work needs to be done in developing infrastructure and gaining the support of participants.</p> <p>This finding was based, in part, on results obtained through quantitative (i.e., State Teacher Evaluation Rubric/Pre-service Teacher Growth and Assessment Profile (TGAP), The Stages of Concern Questionnaire</p>

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	<p>processes that pre-service and novice teachers use to build a professional body of knowledge and to network with other students and graduates.</p>	<p>1) identified needs and established related goals</p> <p>2) used mobile devices to provide targeted, differentiated online networks and real time support</p> <p>Interns created virtual galleries of evidence-based classroom practices.</p> <p>Residents identified problems of practice and conducted virtual Grand Rounds.</p> <p>Faculty began to engage inductees in “virtual coaching on the go.”</p>			<p>(SoCO) [George, Hall, &amp; Stiegelbauer, 2006], School Participant Empowerment Scale (SPES) [Short &amp; Rinehart, 1992]) and qualitative measures (i.e., focus groups, edWeb posts and artifact archives).</p>
<p><b>National Science Foundation-GK-12 Award-Project ExSEL:</b> UNCG Departments of Biology, Chemistry &amp; Biochemistry, Geography and Teacher Education &amp; Higher Education in partnership with Guilford County Schools (Montlieu Elementary, Welborn Middle, Andrews High)</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p>Specifically, the goals of the project are to provide opportunities for three audiences:</p> <p>a. Recruit and retrain secondary science teachers.</p> <p>b. Promote GK-12 Fellows’ learning to</p>	<p>This \$2.8 million National Science Foundation Grant-GK-12 award provides opportunities for graduate students in biology, chemistry and geography to work with students and teachers at three schools.</p> <ul style="list-style-type: none"> <li>The public school and graduate students explore STEM careers through a rich, multi-tiered instructional program and hands-on scientific investigations.</li> <li>Teachers participate in professional development through inquiry-based activities involving highly integrated sciences.</li> <li>The graduate students improve their understanding</li> </ul>	<p>2010-2014</p>	<p>15 scholars and interns</p>	<p>Project ExSEL has three Noyce teachers who are currently serving in local high schools, seven Noyce scholars who will graduate in 2013 or 2014 and five interns summer 2012 interns. The program projects 8-10 scholars for 2013-14 and 8-10 interns for the summer, 2013.</p>

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	<p>communicate research to a wide variety of audiences, develop lesson plans, develop leadership skills, enhance their teaching capability, and engage in research activities with students.</p> <p>c. Promote teachers' integration of new STEM 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>d. Promote K-12 students'</p>	<p>of K-12 education, as well as their teaching, leadership, and communication skills.</p> <p>Science students may apply for summer internships as freshmen and sophomores and receive \$1000 for 100 hours of work related to science education. Juniors and seniors who are also enrolled in the School of Education for secondary science licensure may apply for and receive \$10,000 scholarships from the Robert Noyce Foundation Grant Awards with the understanding that they will work in a high needs school district for two years for each year of the scholarship that they receive. Noyce graduates receive support for the first two years in the field.</p> <p>Advisors inform undergraduate science majors and post-baccalaureate students with degrees in STEM (science, technology, engineering and mathematics) about scholarship opportunities and work directly with the students after they apply.</p>			

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	<p>becoming 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><b>High School Partnership Activities:</b></p> <p>UNCG School of Education faculty in partnership with Smith High School administrators and teachers</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.  <b>Goal:</b> NC public schools will be led by 21st Century professionals.  <b>Goal:</b> NC public school students will be healthy and responsible.</p> <p>Faculty in the SOE and Smith High School focus on collaborative approaches to improving teacher preparation, instruction and student achievement through projects that focus on areas of need for the school and its</p>	<p>In 2012-13, University faculty and teachers helped raise funds for class sets of books for an all-school read, collaborated with mathematics teachers to improve students' knowledge and skills, worked with students on issues related to personal responsibility and goals, developed training videos about SIOP (Sheltered Instruction Observation Protocol) strategies for TESOL instruction (which will be available to teachers in a number of districts and UNCG student teachers), and facilitated teachers' action research projects around the implementation of Common Core State Standards .</p>	<p>2009-present</p>	<p>Varies by initiative</p>	<p>UNCG faculty continued to work with and support the work of high school faculty and administrators. Involved in needs assessment and planning since 2009, the faculty and school personnel have maintained a focus on critical areas, such as STEM, ESOL and literacy.</p>

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	students.				
<b>Orchestra Program in High Needs School:</b> UNCG Department of Music in partnership with Guilford County (Clara J. Peck Elementary School)	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.	The partnership provides string instrument instruction to students in an underserved community, while providing pre-service experiences for music education candidates. Elementary students attend 45-minute classes three times per week to improve their musicianship and executive skills on string instruments.		100 elementary students 40 UNCG pre-service teacher candidates 1 faculty member	Students gave a performance at UNCG in December and at Greensboro Symphony Orchestra concert in April 2013. One hundred elementary students completed the program.
<b>Teaching English to Speakers of Other Languages (TESOL):</b> UNCG Department of Teacher Education and Higher Education in partnership with Asheboro City Schools (Balfour Elementary School & North Asheboro Middle School)	<b>Goal:</b> NC public schools will produce globally competitive students. Specifically, TESOL focuses on leverage of students' first language (Spanish) to promote their academic success in reading and mathematics and on preparing parents with basic computer skills.	Saturday Heritage Language Academy classes were held from January 2013 through March, 2013	2012-13	6 professionals 20 parents 15 students at Balfour Elementary School 22 students in North Asheboro Middle School	Student academic performance improved, as measured by benchmark testing. Twenty parents received a certificate of completion for computer training.
<b>English Language Arts Common Core State Standards Professional Development Modules-Pilot (USTEP Grant):</b> UNCG School of Education Director of	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.	Lead teachers and specialists participated in a pilot project in which they evaluated five UNCG-developed professional development modules that address "English Language Arts Common Core State Standards and Assessment." They also	2012-13	Approximately 10 ELA teachers and central office curriculum specialists	The pilot resulted in critical feedback to UNCG and the consequential improvement of the modules. The teachers and specialists also developed a facilitator's guide for use when the module content is presented in face to face settings.

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Project ENRICH in partnership with Alamance-Burlington (several schools)		developed a facilitator's guide.			
<b>Mathematics Common Core State Standards: Professional Development (USTEP Grant):</b> UNCG Department of Teacher Education and Higher Education in partnership with Asheboro City Schools (North Asheboro Middle, South Asheboro Middle, & Asheboro High School)	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, the goal is to increase teachers' understanding of Mathematics Common Core State Standards and collaborative conversations.	In order to enhance teachers' understanding of the Mathematics Common Core State Standards and to improve their instruction, specifically in terms of collaborative conversations, UNCG faculty provided professional development, a book study, and feedback to school personnel.	2012-13	Approximately 15 math teachers	Teachers improved their understanding of Math CCSS and collaborative conversations.
<b>Mathematics Instruction (USTEP Grant):</b> UNCG Department of Teacher Education and Higher Education in partnership with Guilford County Schools (Smith High School)	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, teachers will adopt best practices for teaching mathematics.	In partnership with the school, UNCG faculty provided professional development and coaching on the use of Tinkerplots by high school mathematics teachers.	2012-13	Approximately 6 math teachers	Teachers learned about the use of Tinkerplots.
<b>Best Practices for Teaching English Language Learners -SIOP</b>	<b>Goal:</b> NC public schools will produce globally competitive students.	In partnership with the school, UNCG faculty prepared videos of Smith High School teachers about teaching using the	2012-13	Approximately 6 teachers from various disciplines	Videos are in production and will be available for use by Smith High School, other schools and pre-service courses.

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<b>Video Project (USTEP Grant):</b> UNCG Department of Teacher Education and Higher Education in partnership with Guilford County Schools (Smith High School)	<b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, teachers will adopt best practices for teaching English learners	SIOP (Sheltered Instruction Observation Protocol) Model, a best practice for teaching English learners.			
<b>Action Research (3 USTEP Grants):</b> UNCG Department of Teacher Education and Higher Education in partnership with Guilford County Schools Guilford County Schools (Smith High School, Southeast Middle School, Guilford Middle School)	<b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> Leadership will guide innovation in NC public schools. <b>Goal:</b> NC public schools will be led by 21st Century professionals.  Specifically, the project supported teachers' undertaking action research projects in their classrooms, as well as their participation in professional learning communities to assess and improve professional practice.	The teachers, with the support of UNCG faculty, conducted action research and participated in professional learning communities.	2012-13	18 teachers:  Smith HS: 6 teachers (3 mathematics and 3 English)  Southeast MS: 6 teachers (7 <sup>th</sup> language arts/social studies, 8 <sup>th</sup> social studies, 7 <sup>th</sup> mathematics, 7 <sup>th</sup> language arts, Spanish, and Family & Consumer Science)  Guilford MS: 6 teachers (8 <sup>th</sup> language arts/social studies, 8 <sup>th</sup> science, 7 <sup>th</sup> language arts/social studies,, 7 <sup>th</sup> mathematics/algebra, 6 <sup>th</sup> mathematics, 6 <sup>th</sup> language arts)	The teachers conducted and shared action research projects.
<b>Health/Physical Education</b>	<b>Goal:</b> NC public schools will	Participants participated in a professional	2012-13	Approximately 35-40 middle	Teachers increased their knowledge about the new

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<p><b>Standards (USTEP Grant):</b> UNCG Department of Kinesiology in partnership with Guilford County Schools Guilford County Schools</p>	<p>produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p>Specifically, the project was developed to provide professional development on the new Essential Health/Physical Education Standards for teachers.</p>	<p>development workshop on the new Essential Health/Physical Education Standards</p>		<p>and high school health/physical education teachers throughout the district, and UNCG student teachers</p>	<p>standards.</p>
<p><b>Project-Based Learning in Middle School Social Studies and Science (USTEP Grant):</b> UNCG Department of Teacher Education and Higher Education in partnership with Randolph County (Braxton Craven Middle School)</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students. <b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p>Specifically, the project was developed to enhance teachers' information about project-based learning in social studies and science.</p>	<p>The teachers, with the support of UNCG faculty, developed and taught project-based learning units for science and social studies.</p>	<p>2012-13</p>	<p>6 teachers of 6<sup>th</sup> grade science and social studies</p>	<p>Teachers increased their knowledge about project-based learning units.</p>
<p><b>Mathematics Common Core State Standards and Instruction (USTEP Grant):</b></p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p>	<p>Teachers participated in professional development and coaching for teaching aligned with the new Mathematics Common</p>	<p>2012-13</p>	<p>8 teachers 46 3<sup>rd</sup> grade students 43 4<sup>th</sup> grade students</p>	<p>Teachers increased their knowledge about aligning the Mathematics CCSS with their instruction.</p>

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UNCG Department of Teacher Education and Higher Education in partnership with Rockingham County Schools (Dillard Elementary School)	<p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p>Specifically, the project was developed to enhance teachers' understanding and incorporation of the Common Core State Standards in their instruction.</p>	Core State Standards.		66 5 <sup>th</sup> grade students	
<p><b>Science Essential Standards and Curriculum (USTEP Grant):</b> UNCG Department of Teacher Education and Higher Education in partnership with Surry County Schools (Rockford Elementary School)</p>	<p><b>Goal:</b> NC public schools will produce globally competitive students.</p> <p><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p>Specifically, the project was developed to enhance teachers' understanding and incorporation in their instruction of the new North Carolina Essential Standards for Science and the accompanying new curriculum.</p>	Teachers participated in professional development and developed instructional materials for teaching aligned with the new North Carolina Essential Standards for Science and the accompanying new curriculum.	2012-13	6 3 <sup>rd</sup> through 5 <sup>th</sup> grade science teachers	Teachers increased their knowledge about and alignment of instruction with the new North Carolina Essential Standards for Science.
<b>College</b>	<b>Goal:</b> NC public	A collaborative		3 faculty, 2	The evaluation is

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<p><b>Planning Curriculum:</b> UNCG Department of Counseling and Educational Development (CED) in partnership with Guilford County Schools (Smith High School)</p>	<p>schools will produce globally competitive students.</p> <p>Specifically, the purpose of the project is test the feasibility of a college preparation curriculum developed by CED faculty.</p>	<p>relationship between the Department of Counseling and Professional Development (CED) and Smith High School was created to implement a college planning curriculum created by CED faculty for parents. Faculty researchers are examining the feasibility and effectiveness of the curriculum through faculty observations and pre/post assessments of parents' self-efficacy beliefs about their ability to help their children with college planning tasks and their outcome expectations about the positive and negative outcomes should their children actually enroll in college.</p>		<p>graduate students, and 4 school counselors</p> <p>12 parents of Ben Smith High School</p>	<p>underway.</p>
<p><b>The Piedmont Triad Education Consortium (PTEC) Professional Development:</b></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><b>Goal:</b> NC public schools will be led by 21st Century professionals.</p> <p><b>Goal:</b> Leadership will guide innovation in NC public schools.</p> <p><b>Goal:</b> NC public schools will be governed and supported by 21<sup>st</sup> Century systems.</p> <p>The goal of PTEC's professional development is to inform and train teachers,</p>	<p>PTEC, in partnership with faculty from UNCG, professionals from the 15 Piedmont Triad school districts and other experts in administration and teaching, offers numerous professional development workshops and job-alike discussions. In 2012-13, these activities included 24 job-alike meetings for district administrators and curriculum specialists and workshops on literacy, technology, instruction, diversity, assessment, leadership and Common Core State Standards for more than 2400 teachers and administrators.</p>	<p>Ongoing</p>	<p>2400+ teachers and administrators</p>	<p>Approximately 2400 professionals participated in PTEC workshops. Positive evaluations and high participation over the years provide evidence of the important role that PTEC activities plays in professional development in the Piedmont Triad.</p>

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	administrators and other school professionals about current theory and practice.				
<b>Piedmont Triad Leadership Academy</b>		Please see MSA report for details.			
<b>Impact V Grant</b>		Please see MSA report for details.			
<b>Leadership Development and Assessments Grant</b>		Please see MSA report for details.			
<b>Statewide Technology Initiative</b>		Please see MSA report for details.			
<b>Technology Initiative-Digital Conversion</b>		Please see MSA report for details.			

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

In 2012-13, the School of Education and individual departments provided a wide variety of services to Piedmont Triad public schools. In order to encourage volunteer support in schools, the Department of Educational Leadership and Cultural Foundations invited local business and community leaders to volunteer for a day at three local elementary schools. They also solicited parent participation through work on a school's improvement plan and worked with students at a local high school to develop personal goals and responsibility. The Department of Teacher Education and Higher Education (TEHE) faculty worked with 37 English language learners in two schools to improve their reading and math skills, while also working with 20 parents to develop basic computer skills. TEHE faculty consulted with social studies coordinators and led Paideia Seminar training for five schools. Fifty-five teachers participated in TESOL for ALL Online professional development to support students who are English language learners. Latin faculty hosted the NC Junior Classical League Fall Forum, in which 150 middle and secondary school students participated in a variety of Latin-oriented lectures, contests and workshops. The Department of Specialized Education Services provided 26 teachers with professional development resources related to best practices in supervising and mentoring teacher candidates, offered workshops for 106 educational interpreters, and consulted with two districts and SDPI regarding autism, professional learning communities, and the revision of Birth-Preschool State Standards Foundations. Music faculty provided workshops and clinics for some 415 students from eight districts; 100 of these students were hosted on campus. A string music education faculty member also administrated an orchestra at a Title I elementary school and taught music classes for its students. Department of Library and Information Studies supported Battle of the Books, the Science Olympiad, and a State library planning initiative for high school students. Dance faculty provided professional development and dance experiences through programs on intergenerational movement analysis, demonstrations, and tickets to performances for students at 17 elementary and high schools. Health and Physical Education (HPETE) faculty continued its 16-year value-imbedded sport programs, Project Effort and the Youth Leadership Corp, working with elementary, middle and high school students in collaboration with Guilford County Schools and six community agencies. An HPETE faculty member is actively engaged in a middle college on UNCG's campus that opened in fall 2011; the program involves the Youth Leadership Corp. The Department of Counseling and Education Development worked with high school staff, students and their parents to implement a college planning curriculum created by CED faculty. The SOE hosted the Children's Festival and Health Celebration for approximately 2000 children and family members and the Piedmont Young Writers' Conference for 350 8th graders. The Piedmont Triad Education Consortium facilitated 24 job-alike meetings for district administrators and curriculum specialists and offered workshops on literacy, technology, instruction, diversity, assessment and leadership for more than 2400 teachers and administrators in the 15 Piedmont school districts. This included sessions, in collaboration with NCDPI, that focused on Common Core State Standards.

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

UNCG has a strong commitment to seamless support of teachers as they move from their pre-service preparation into and through their teaching careers. In April 2010, the SOE received a \$6.9 million award from the U.S. Department of Education for Project ENRICH to 1) support and evaluate UNCG's recently revised undergraduate teacher education programs, 2) establish and support a residency program in which candidates will co-teach with experienced teachers in a high needs district while they are completing an initial licensure program at the graduate level, 3) develop and implement induction

support activities, and 4) develop and implement professional development for licensed teachers in the partner districts. Two districts are now partners in this project. The two cohorts of teacher candidates have graduate; induction programs are in place to assist them. In addition to work with Project ENRICH, UNCG collaborates with local school districts to identify the needs of teachers, as well as appropriate means for meeting those needs. Each year, through grants and the University/School Teacher Education Partnership, UNCG provides professional development workshops, funds for travel to professional conferences, and collaboration in partnership projects. While this support is available to all teachers, several programs have a special focus on beginning teachers. For example in summer 2012, the School of Education, with input from career teachers and former participants, presented the 12th annual Yopp Professional Development Summer Institute for 56 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. The Department of Specialized Education Services provided staff development to help 18 secondary special education teachers prepare for PRAXIS II content area tests to earn Highly Qualified status. Their work was supported by a US Department of Education grant funds, Project CREATE. Science faculty led Project ExSEL, a federal grant that underwrote the development of earth and environmental science education materials and supported beginning teachers with networking, weekly Internet updates, meetings and resources. Dance faculty helped seven new and career teachers with enriched assessment practices and provided professional development in movement analysis and connectivity in dance, while Music faculty worked with two schools to provide Skyped observations and feedback to teachers about their teaching. (Please see Sections D and E for additional information about teacher support.)

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

UNCG is also committed to supporting lateral entry teachers. Candidates for licensure who work with the Regional Alternative Licensure Centers are welcome to take courses at UNCG. However, UNCG has offered a sequenced program of study since the 1980's and, since 2000 has facilitated NC TEACH, a structured alternative licensure program that includes recruitment, pre-admission and ongoing advising, a cohesive program of study, cohort experiences, and mentoring support. In 2012-13, the NC TEACH adviser offered five information sessions to recruit lateral entry candidates and provided information and guidance in response to 20-25 individual inquiries each month. After candidates applied to an alternative licensure program, the NC TEACH adviser worked with faculty in 16 subject areas (French and Spanish; art and dance; physical education; birth-kindergarten; education of the deaf and hard of hearing; middle grades language arts, mathematics, science and social studies; and secondary English, Latin, mathematics, science and social studies). Together, they reviewed applicants' credentials, developed individualized programs of study, and provided support for clinical experiences. NC TEACH mentors and field supervisors observed candidates in their classrooms and provided ongoing support, guidance and evaluation. At the same time, the NC TEACH adviser continued to support teachers from earlier cohorts, providing guidance as needed to both program participants and Regional Alternative Licensure Center candidates. In 2012-13, 42 candidates were admitted to NC TEACH; nine students completed their programs as of May 30. Candidates in middle grades, high school and foreign language licensure programs have the opportunity to transfer credits from their licensure coursework to an M.Ed. program, as can alternative licensure candidates in PAIL, the Department of Specialized Education Services (SES) post-baccalaureate program. In 2012-13, SES supported the work of eight of whom were lateral entry teachers. In addition, as noted in Section C, the Department of Specialized Education Services provided staff development as high school special educators prepared for Praxis II exams to become highly qualified in their content areas.

#### **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 2012, the School of Education offered the Summer Symposium for Future Ready Teachers for 101 teachers and administrators, offering workshops that focused on mentoring, leadership, ESOL, and other topics. The Yopp Summer Institute for Beginning Teachers was a strand in this symposium (see Section C). Faculty in the Department of Teacher Education and Higher Education (TEHE) provided professional development in a number of venues: they worked with some 260 teachers in nine school districts around math content, concepts, pedagogy and assessment, including professional development related to the new Common Core State Standards in Mathematics. TEHE faculty also consulted with social studies coordinators and led Paideia Seminar training for five schools. Fifty-five teachers participated in TESOL for ALL Online professional development about teaching English language learners. Faculty in the Department of Specialized Education Services (SES), in addition to supporting Praxis II preparation (see Section C), provided professional development concerning general curriculum for special educators who serve students following the adapted curriculum. Art Education offered a panel discussion and art making workshop for teachers from three area schools, as well as UNCG students and faculty. Music faculty observed teachers via Skype and provided workshops on voice and instrument pedagogy, among other topics, for 145 teachers. Foreign language faculty also provided on-site observations and support for practicing teachers. As noted earlier, Dance faculty provided workshops on movement and admission to several dance performances for 100 teachers in Guilford County. They also worked with teachers at seven schools to enrich assessment practice, including cooperating teachers' assessment of student teachers. Faculty in the Department of Library and Media Studies presented a number of workshops about technology, data used readers with disabilities, and the Common Core State Standards in connection with school libraries. These professional development opportunities included workshops for the Piedmont Triad Educational Consortium and the North Carolina School Media Association. The School of Education developed five online professional development modules about English Language Arts Common Core State Standards and how they will be assessed. The modules are being piloted by lead teachers in one school district; all 15 districts in the Piedmont Triad Education Consortium (PTEC) have received 55-89 pre-paid registrations. Finally, as noted in Section B, PTEC facilitated 24 job-alike meetings for district administrators and curriculum specialists and offered workshops on literacy, technology, instruction, diversity, assessment, leadership and Common Core State Standards for more than 2400 teachers and administrators in the 15 Piedmont school districts.

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

Placements for internships and student teaching at UNCG are made with attention to candidates' having substantive experiences in schools that are highly diverse, high needs and urban or rural locations. In 2012-13, 17 of the 56 elementary schools in which students were placed for student teaching had Title I designations, as did three middle schools and three high schools. In conjunction with these placements, UNCG faculty and school personnel collaborated on professional development, school improvement, and supervision of pre-service experiences. At the high school level, the School of Education worked closely with faculty and students at a diverse, low income high school. Faculty partnered with teachers and administrators to fund class sets of books for an all-school read, worked with mathematics teachers to improve students' knowledge and skills, worked with students in relationship to personal responsibility and goals, developed training videos about SIOP strategies for TESOL instruction (which will be available to teachers in a number of districts and UNCG student teachers), and facilitated teachers' action research projects around the implementation of Common Core State Standards . Project Effort and the Youth Leadership Corps provided support and growth opportunities for young people. In 2012-13, these sport/leadership initiatives served 95 children and youth in two high schools in Guilford

County, with the assistance and mentoring support of 15 undergraduate and graduate students. Music faculty and UNCG teacher education candidates, in partnership with the Greensboro Symphony, offered orchestra study to 100 5<sup>th</sup> graders at a Title I elementary school. About 33% of these students will continue orchestra study in middle school. In addition, teachers in low-performing and at-risk schools were strongly represented in teacher support and professional development activities (see Sections B, C, D). Special efforts were made to recruit participants from highly impacted schools for programs such as the SOE Summer Symposium for Future Ready Schools and the Yopp Professional Development Institute for beginning teachers. Partnerships and grants that are described in other sections of this report (see Sections C, E, G, I, J, K, L) also provided support in areas such as mathematics, science, special education and ESOL instruction. The Department of Specialized Education Services, which previously had several training grants that supported recruitment and inclusive practice, continued to actively support inclusion and recruit diverse candidates for teacher licensure programs. Finally, Teaching Fellows coordinated and implemented the annual Children's Festival, which is designed to reach out to community students. The children participated in a number of musical, mathematical, scientific, kinesthetic, artistic and literary projects. Teaching Fellows also volunteered in both the ACES (After-School Enrichment Services) and Reading tutoring programs at two high needs elementary schools, and provided school supplies for students.

### **G. Brief description of unit/institutional efforts to promote SBE priorities and responses to legislation.**

SBE priorities: \*Globally competitive students/21st century professionals: UNCG continued to study and improve its licensure programs. Aligned with the state and professional standards, the programs emphasize the preparation of P-12 students for 21st century realities, with focused attention on problem solving and critical thinking; multiple literacies, including technology competencies; attention to diversity; and assessment-driven instruction. Twenty-first century students and schools were also the focus of the SOE Summer Symposium for Future Ready Schools. In addition, UNCG is a member of the Carnegie Foundation's Teachers for a New Era Learning Network, a venue for reform of teacher education. \*Healthy & responsible students: In response to community needs for learning about healthy practice, the SOE offered the Children's Festival and Health Celebration for 2000 students and families. Also meeting goals for healthy and responsible students, candidates in teacher preparation programs study 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 the RttT Piedmont Triad Leadership Academy, Project ENRICH, and the new initiative to develop online professional development modules for teachers that address English Language Arts Common Core State Standard and assessment of students' meeting those standards. All pre-service candidates document their leadership skills as one artifact of their final teaching portfolios. \*21st century systems: In summer 2011, the SOE assessment committee was charged with an in-depth review of the unit's assessment system for licensure programs. As a result, the system was expanded, with the addition of new instruments and a structured self-study process. All programs participate in retreats and program meetings to assess candidates' learning and performance and to inform program evaluation and improvement. At the same time, candidates learn to assess B-12 learning in their coursework and in field experiences. They complete an in-depth assessment and differentiation project, required for their final portfolios, in which they demonstrate student academic growth. The portfolio itself is systemic: All initial licensure programs have adopted an eight-artifact portfolio that documents' candidates' mastery of content, pedagogy and professional dispositions. Advanced programs have discipline-specific capstone projects. 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 individual programs provide orientation for cooperating teachers. In 2011 and 2012, training for 72 cooperating teachers was included at the annual SOE summer symposium. The School of Education, as well as a number of programs (including Education of the Deaf and Hard of Hearing, Birth-Kindergarten and Educational Research Methodology) meet regularly with their advisory councils to review feedback about programs and consider program improvements. UNCG has formal partnership agreements, including those with the Guilford County Schools and Winston Salem/Forsyth County Schools through Project ENRICH. The partnerships involve collaborative planning around pre-service expectations and experiences, field supervision and professional development.

- a) *HB23-All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students:* Candidates must demonstrate their ability to use and teach technology. Most programs require that candidates complete LIS 120, a one-semester-hour course in the use of technology. Faculty model the use of technology in instruction and assessment, all University courses use Blackboard as a learning management system, candidates use Taskstream for portfolio management, and all candidates must use technology for some (or all, if an online program) of their coursework. Candidates are required to use technology in their teaching and in the instructional plan they submit as Evidence 3 of their teaching portfolios. School of Education is expanding its use of instructional technology, offerings of online courses, and professional development related to technology.
- b) *SB724-Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics:* Candidates must demonstrate mathematics competencies by earning an acceptable score in MAT 115: College Algebra and passing Praxis I scores prior to admission to teacher education. Subsequently, they study literacy and mathematics (TED 320: English Language Arts, TED 420: Reading Methods, TED 222, Teaching of Mathematics, and TED 380: Mathematics Education) and demonstrate their readiness to teach in internships and student teaching. (Also see “c” below re: literacy preparation.)
- c) *SB724-Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.* Applicants for admission to elementary and special education are required to earn a 2.75 in General Education Coursework prior to admission to teacher education. Applicants to the dual elementary/special education program must have a 3.0. It is expected that these GPAs, along with passing Praxis I scores and ongoing coursework in content areas, will help to prepare students for the MTEL. At the same time, the School of Education is studying the MTEL and ways to ensure that candidates’ academic experiences prepare them in scientifically-based reading and mathematics instruction. For example, faculty reviewed undergraduate, MAT, and MEd literacy curricula. They also analyzed the literacy-related questions on the MTEL (which is approximately 60% of the exam), evaluated the alignment between the elementary education literacy content and the MTEL exam, and proposed additions and revisions to our courses to increase alignment. Additional coursework or revisions to existing coursework may be implemented.
- d) *SB724-Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and*

*predict expected student improvement:* Candidates study assessment and the use of technology for assessment in their coursework. They engage in technology supported assessment in their internships and student teacher and they are required to demonstrate their competency in this area in their teaching portfolios (Evidence 5-Impact on Student Learning).

- e) *SB724-Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum:* In addition to art courses that they complete as part of their general education requirements or electives, elementary education candidates are required to take a methods course in art, dance, music or theatre.

## **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) Recognizing that excellence in professional preparation requires continual self-study and collaboration, the School of Education and all licensure programs have reviewed and expanded the unit-wide assessment system. In 2012-13, all programs reviewed data collected about their programs, and used that data to inform program changes. The Teachers Academy is planning a school/university meeting in fall 2013 to ensure that programs receive feedback from school partners. Moreover, student teaching, seen as a collaborative commitment of university and school partners, is guided by updated memoranda of agreement. The DOE Teacher Quality Project, Project ENRICH, is a partnership program. It supports a co-teaching residency program for master's degree candidates, induction support, professional development in partner districts, and program evaluation. In addition, faculty have worked closely with a high needs high school for several years. In 2012-13, as noted earlier, this partnership supported a school-wide read, teacher action research, and professional development workshops. Also in response to teacher development needs, the School of Education developed five online modules related to English Language Arts Common Core State Standards and assessment. Additional modules about ELA CCSS will be developed in summer 2013. 2) External funding is also essential to the work of professional preparation programs. As of June 18, the School of Education received approximately \$4 million in external funding (grants and contracts, including projects described in other sections of this report) during the 2012-13 academic year.

## **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 Teaching Resources Center housed hard copy and online study guides and other Praxis resources for all candidates. Candidates also had access to Learning Express software, a practice tool that is available through the Jackson Library. The Department of Library and Information Studies (LIS) used discussion forums on Blackboard to share information about Praxis II and housed printed materials in the Teaching Resources Center for their candidates. Praxis information was also shared in three LIS courses. Faculty in the Department of Specialized Education Services, supported by the U. S. Department of Education grant Project CREATE, offered workshops for 18 teachers as they prepared to take Praxis II in content areas to meet the requirements for Highly Qualified designations (i.e., to be licensed and therefore eligible to serve as teacher of record in content areas); twelve teachers took and passed content exams after completing the program. ESOL faculty

provided year-long professional development to 55 teachers. These teachers are now prepared to pass Praxis II and be licensed in ESOL.

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

UNCG is strongly committed to working with science and mathematics teachers to develop improved curricula and practice, as well as to recruit teachers into these fields. As part of this recruitment effort, the Noyce Scholar's (National Science Foundation) Project ExSEL, which is housed at three area high schools, worked with 12 Noyce scholars and interns in 2012-13. Students who are interested in a STEM major and teaching licensure receive \$10,000 scholarships, stipends for summer internships related to teaching and in-service support after they begin to teach. Science faculty have also developed an Integrated Science Program comprised of well-rounded science content and pedagogy; it is expected that the major will increase science education enrollment. Faculty in Education of the Deaf and Hard of Hearing participated in recruitment of transfer students. At the graduate level, the Department of Teacher Education and Higher Education recruited students to a new M.Ed. cohort in Middle and Secondary Mathematics Education, resulting in an increase in enrollment; while Latin faculty made personal contacts with Latin teachers to inform them about the online M.Ed. in Latin. The department of Library and Information Studies (LIS) held monthly information sessions and participated in six graduate fairs and campus visits. The Department of Educational Leadership and Cultural Foundations (ELC) distributed email and newsletters and held recruitment events in four districts to recruit candidates to the Piedmont Triad Leadership Academy (PTLA). In 2012-13, 195 candidates applied for 23 positions in PTLA. ELC and LIS also recruited participants for leadership, coaching and technology training, supported by a \$200,000 award from the Golden Leaf Grant/Contract for 21st Century. The program targets tier one economically disadvantaged counties, as requested by Golden Leaf. The SOE participated in the Institute for the Recruitment of Teachers' annual minority recruitment event and supported four IRT scholars. The NC TEACH alternative licensure adviser offered five information sessions for lateral entry teachers and advised 20-25 potential candidates each month. Project ENRICH staff participated in these information sessions to recruit to its residency program. The Dean of the School of Education formed a new recruitment committee that is exploring additional recruitment initiatives.

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

Many of UNCG's recruitment activities target all students but put special emphasis on recruiting and retaining students from diverse backgrounds. For example, a) the Department of Counseling and Educational Development, which is ranked 3<sup>rd</sup> in the nation by U.S. News and World Report, is by its stature attractive to applicants. However, faculty also work with the Offices of Minority Affairs on a number of campuses and actively participate in the Institute for the Recruitment of Teachers. As noted above, in 2012-13, UNCG supported four IRT scholars, two of whom are enrolled in CED. b) The Department of Library and Information Studies (LIS) actively recruited minority students. In addition to distributing materials and other outreach, LIS co-administrates the ACE (Academic and Cultural Enrichment) Scholars Program with the UNCG Libraries, a program funded by the Institute of Museum and Library Services Laura Bush 21<sup>st</sup> Century Librarian Program. The goal of program is to increase the number of culturally diverse librarians in a variety of library settings. In May 2013, the second cohort, with 20 students, will graduate. c) Retention of all students was also important. Praxis workshops and practice software were available to assist all students in meeting admission requirements for teacher education. The SOE provided scholarships and graduate fellowships for qualified candidates, members

of both majority and underrepresented groups, whenever possible. d) Finally, international interactions were valued. For example, the Department of Teacher Education and Higher Education hosted students from Chile, Australia and France, while the Department of Library and Information studies enrolled students from Egypt and Turkey. ERM hosted students from Mauritius, Iran, China, Kenya, West Indies, Malawi, Taiwan, Peru, 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. The Noyce Scholars' Project ExSEL, a National Science Foundation (NSF) award for \$2.8, continued to implement hands-on science curricula and recruit students to STEM careers. An NC QUEST grant, Core-Math: Supporting the Implementation of the Common Core State Standards/Using Learning Trajectories, a partnership with Randolph County Schools, assisted 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), through TESOL for All, continued to work closely with districts that have particularly high numbers of recent immigrants to the United States. Another TEHE grant, implemented at a Guilford County middle school, provided professional development focused on creating learning communities using the Cultural Proficiency model. At the same time, the SOE, Winston-Salem/Forsyth County Schools, and Guilford County Schools continued their partnership, with support from Project ENRICH, a \$6.9 million award from the U.S. Department of Education award. The project supports a teacher residency program in high need areas, professional development, and the evaluation of initial licensure programs. In 2010-11 Project ENRICH coaches provided direct coaching and professional development for more than 500 teachers. All licensure programs participated in detailed, data-driven review of their programs to ensure that candidates meet the expectation of State and national standards.

## 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	4
	Black, Not Hispanic Origin	23	Black, Not Hispanic Origin	81
	Hispanic	3	Hispanic	14
	White, Not Hispanic Origin	128	White, Not Hispanic Origin	435
	Other	3	Other	12
	<b>Total</b>	<b>158</b>	<b>Total</b>	<b>549</b>
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	12
	Hispanic		Hispanic	
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	29
	Other		Other	3
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>44</b>
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	10
	Other		Other	1
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>13</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	24
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	60
	Other	1	Other	7
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>94</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	4	5
Elementary (K-6)	0	0
Middle Grades (6-9)	3	10
Secondary (9-12)	2	13
Special Subject Areas (k-12)	0	4
Exceptional Children (K-12)	2	6
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	1
<b>Total</b>	<b>11</b>	<b>39</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,199
MEAN SAT-Math	563
MEAN SAT-Verbal	568
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-Combined	527
MEAN PPST-R	179
MEAN PPST-W	176
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	3.28
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	8	13		4
Elementary (K-6)	12	106		
Middle Grades (6-9)	3	18		3
Secondary (9-12)	8	25		12
Special Subject Areas (K-12)	17	53		3
Exceptional Children (K-12)	10	38		11
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>58</b>	<b>253</b>		<b>33</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	172	99
English	2	*
M.G Social Studies	1	*
Science (9-12)	2	*
Social Studies (9-12)	2	*
Spec Ed: General Curriculum	45	98
Institution Summary	224	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	47	189	48	18	3	1
U Licensure Only	7	10	0	2	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	3	0	0	1	1	0
U Licensure Only	3	2	3	3	2	1
Comment or Explanation:						

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

<b>2011-2012</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	417	96	67
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 2012-2013.**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford County Schools	1,947
Forsyth County Schools	829
Randolph County Schools	487
Wake County Schools	444
Alamance-Burlington Schools	424
Charlotte-Mecklenburg Schools	350
Rockingham County Schools	350
Davidson County Schools	306
Durham Public Schools	169
Asheboro City Schools	155

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
110	22	114