

IHE Bachelor Performance Report

Greensboro College

2014 - 2015

Overview of the Institution

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. It is located on seventy acres of tree-lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out of Reverend Peter Doub's dream to found a preparatory school for young women. It became co-educational in 1954. Greensboro College now serves approximately 1250 men and women. The College serves a diverse population from 30 states and 20 countries. About one-third of the students are adult learners. The College is committed to the belief that through a disciplined pursuit of truth, its students acquire knowledge and develop a critical awareness that allows them to live humanely, responsibly and productively in a free society. Such lives are characterized by clarity of thought and expression, a sense of history, an understanding of literature, a knowledge of mathematics and science, an appreciation of the arts, an awareness of political and social realities, a familiarity with the biblical tradition and a respect for physical soundness. Through its professional, pre-professional and career-oriented programs, both undergraduate and graduate, Greensboro College encourages, as well, the professional development of its students.

Special Characteristics

The Teacher Education Program is committed to cultivating teachers who are reflective practitioners and is designed to help prospective teachers become more literate, articulate, intellectually independent, and professionally competent. Active learning, critical reflection, and disciplined inquiry are central to this program as candidates gain understanding about the thoughts and accomplishments of humanity. Theory and practice are combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The program objectives are intended to guide the cultivation of "Reflective Practitioners" who use liberating/best practices, who engage in lifelong learning and who value difference. The small, personable nature of the college and the nurturing qualities of the Teacher Education Program offer traditional, non-traditional, licensure-only, and graduate students the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The Teacher Education Program offers a flexible schedule and small class size making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic, competent faculty members, informed caring advisors, and supportive and knowledgeable staff work together to provide students with quality programs in teacher education.

Program Areas and Levels Offered

Greensboro College offers initial licensure programs in the following areas: Birth through Kindergarten; Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education: General Curriculum (K-12), and Special

Education: Adapted Curriculum (K-12); Health/Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12); and Secondary Education in English (9-12), Biology (9-12), Comprehensive Science Education (9-12); Mathematics (9-12), and Social Studies (9-12). Greensboro College offers Master’s Degree Programs leading to advanced licensure in Birth through Kindergarten Education, Elementary Education (K-6), Special Education: Adapted Curriculum (K-12) and Special Education: General Curriculum (K-12).

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
Guilford County School: Pearce Elementary	Essential Standards: PE.K.HF.3.1, PE.1.HF.3.1: Recognize one or more of the health-related fitness components and associated exercise: PE.K.HF.3.2, PE.1.HF.3.2: Identify opportunities for increased physical activity; PE.K.HF.3.3, PE.1.HF.3.3; Select moderate-to-vigorous physical activity (MVPA) and sustain for periods of accumulated time; PE.K.PR.4.1, PE.1.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings.	.Loco-Nuts afterschool health related fitness program	.September – November, 2014 January-March, 2015	One class was conducted during the fall and one during the spring semester. Each class contained 24 Kindergarten and first grade students. 10 Greensboro College Students and their professor instructed in the program. Also 4 full time classroom teachers and the physical education	Students were exposed to information and fitness concepts that support the essential standards. The Loco-Nuts program provided additional opportunities for Kindergarten and first grade students to be exposed to activities that support the daily physical education program at Pearce Elementary.

				teacher at Pearce Elementary instructed in the program.	
Frank Porter Graham Child Development Center-National Inclusion Institute	Professional Development for early childhood educators working with linguistically diverse students and families	GC Faculty Member conducted a professional development for early childhood educators	5/21/2014 and 5/12/2015	40	Participating teachers and administrators articulated an increase in their understanding of the needs of culturally diverse students and identified ways they could support early literacy initiatives with linguistic minorities in their classrooms.
Guilford County Schools, Rockingham County Schools, Thomasville City Schools, Davidson County Schools, Rockingham Community College, Davidson Community College, and Alamance Community	Greensboro College Advisory Board	Advisory Board members participated in monthly Teacher Education Committee meetings	September 9, 2014 October 8, 2014 November 13, 2014 December 8, 2014 January 13, 2015 February 11, 2015 March 19, 2015 April 13, 2015	4-6 members at each meeting	Members contributed to the decisions regarding the business of the Teacher Education program. Members advised the committee on assessment, admission, and professional development decisions.

College					
Guilford County Schools	Teacher Education recruitment and retention Winter Board Retreat	Presentation to the Guilford County School Board	January 24, 2015	25	Decisions regarding enrollment and challenges to recruiting and retention of students into the teacher education programs in Guilford County
Guilford County Schools	College and University Employees Fair	Planning committee participant	Event on October 15, 2014 Fall planning August, September and October	Over 450 attendees at the October 15, 2014 event. Planning committee of 10 members	Successful opportunities for GCS employees to advance their education
Northern Elementary School	School improvement planning	School Leadership Team	Academic Year 2014-2015	10 members	Reviewed school improvement data, evaluated and monitored implementation of school improvement plan in classrooms. Discussed budget and allocations. Planned extra-curricular activities. Suggested relevant teaching and learning activities.
Irving Park Elementary School	STEAM: Learning through the ARTS	Grant serving NC pre-K classrooms in Guilford County:	August 2014- June 2015	25 teachers	Supported school based STEAM initiatives through

		program coordination and planning, teacher coaching, support and mentoring, support teacher professional learning communities			sharing children's book, materials, and resources
Guilford County Schools	Early Educator Support, Licensure and Professional Development (EEALPD) Teacher Mentoring and Evaluation	Mentored Guilford County Teachers	August 2014-June 2015	5 teachers	Developed and implemented professional development plans and programs.
Rockingham County Schools	Early Educator Support, Licensure and Professional Development (EEALPD) Teacher Mentoring and Evaluation	Served as evaluator for Rockingham County Teachers	August 2014-June 2015	6 teachers	Observed and monitored early educator support
Guilford County Schools	Support of NC pre-kindergarten classrooms in Guilford County Public Schools	Professional development needs for teacher assistants, teacher hiring and placement support	August 2014-June 2015	50 teachers	Quality hires and support retention
Guilford County	Ready for School, Ready for Life Initiative	Creation of a transformative early Childhood system that helps ensure that every child enters kindergarten ready to learn and succeed	August 2014-June 2015	73 participants	ABLE Change Training to promote school readiness in young children
Guilford County Schools: Jefferson	To increase parent involvement	Faculty member served in a volunteer role as the Title I	October 2014-June 2015	1 faculty member	Parents at Jefferson Elementary were provided with access to

Elementary		Parent Ambassador as a representative for Jefferson Elementary			information and ongoing support from the Title I Parent Ambassador in an attempt to improve parent involvement at the school.
Guilford County Schools	Inform students of the state of the schools in Guilford County	Students from two of the faculty members' courses attended the GCS' State of the Schools Address event	January 22, 2015	21 participants (including 1 faculty member)	Students were able to apply and relate the information obtained in the event into their courses through active discussions and assignment completion.
Director of Bands worked with many high schools in North Carolina, some of which include Northwest Guilford, Northern Guilford, Southeast Guilford, Western Guilford, West Davidson, East Forsyth, Glenn, and Reagan.	North Carolina Essential Standards A.ML.1; Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression; Clarifying Objectives; A, ML.1.2. Use advanced technical and interpretive skills to sing or play difficult literature which requires the ability to perform music with complex rhythms and meters, attention to phrasing and interpretation and subtle dynamic changes; A.ML.1.3. Exemplify independence and collaboration as a musician. (Collaborative objective – Expose public	Music faculty member, Benjy Springs works in collaboration with North Carolina band directors in evaluating their ensembles' strengths and weaknesses and assisting the directors to improve their high school, marching bands, concert bands, and jazz ensembles.	September 2014 – May, 2015.	Over 1,000 students.	Students exposed to a professional musician's standards of performance, techniques and musicality in performing marching band, concert band, and jazz ensemble literature. The expected outcomes were better performances which some of the band directors report occurred.

	school music students to a professional musician demonstrating marching band, concert band, and jazz performance techniques, setting performance objectives for those ensembles.				
Young Professionals Symposium, an initiative sponsored by North Carolina Music Educators Association to expose public high school seniors who plan to become music education majors.	(Expose future music education majors to typical activities of the first year music education major including conducting an ensemble.)	Among many activities a music faculty member, Dr. Jon Brotherton prepared his Chamber Ensemble to serve as the conducting practice ensemble for the high school young professionals and offered suggestions to the students conducting.	November 11, 2014	18 public school students	Students were given the opportunity to conduct a strong choral ensemble and receive helpful comments from a professional choral director.
North Carolina Public Schools MPA (Music Performance Assessment) for central part of the state.	North Carolina Essential Standards in Music: A.ML.1.-Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression; A.ML.2- Interpret sound and symbol systems of music (Public school ensembles perform before adjudicators for assessment of criteria	Music faculty member, Benjy Springs served as an adjudicator and clinician for North Carolina Central Region Jazz Ensemble (high schools) MPA(Music Performance	April 24, 2015	25public high school jazz ensembles – approx. 450-500 students,	School jazz ensembles received their assessments with suggestions for improvement.

	related to the Essential Standards.)	Assessment)			
Winston-Salem/ Forsyth County high schools	Essential Standards A.ML.1 and A.ML.2;A.MR.1;A.MR.1.1. (Public school marching bands are assessed by adjudicators on criteria related to Essential Standards.)	Greensboro College Band Director, Benjy Springs adjudicated and served as a clinician for the Winston-Salem/ Forsyth County Marching Band Jamboree.	October, 2014	Adjudicated 7 bands – approx. 700 students.	The bands received assessments and suggestions for improvement.
North Carolina School of Science and Mathematics	Essential Standards A.ML.1 and A.ML.2 (Collaboration-band director requested to serve as clinician, teaching musicality and varying styles of jazz interpretation at the jazz festival.	Greensboro College band director served as clinician for the North Carolina School of Science and Mathematics Jazz Festival.	May 9, 2015	5 jazz ensembles – Approx.. 200 students	Jazz ensembles were exposed to techniques to improve performance and given individual suggestions for improvement.
Two high schools in Caldwell County in Lenoir, North Carolina.	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	Greensboro College Jazz Ensemble directed by Benjy Springs performed for the high school band students at two high schools in Lenoir, North Carolina.	April 21, 2014	Approx. 400 students	The concerts were a success and students asked many questions after the concerts showing their enthusiasm.
Guilford	Essential Standards	The	March,	9 bands	Bands received

County high schools	A.ML.1 and A.ML.2; A.MR. 1; A.MR.1.1. and A.MR.1.4. Preliminary assessment of concert bands in pre-assessment concerts in preparation for upcoming MPAs.	Greensboro College Band Director, Benjy Springs was chosen to serve as a clinician for the Guilford County Pre-MPA for Concert Bands	2015	participated – approx. 500 students.	assessments and both general factors of strong performance and individual comments and suggestions for performance improvement.
Northwest Bandmasters Association M.P.A. for North Carolina (Public Schools in Northwest region of North Carolina)	North Carolina Essential Standards in Music: A.ML.1.-Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression; A.ML.2- Interpret sound and symbol systems of music (Public school concert bands/wind ensembles perform before adjudicators for assessment of criteria related to the Essential Standards.)	Greensboro College Band Director, Benjy Springs was chosen by the Northwest Bandmasters Association to adjudicate for the MPA (Musical Performance Assessment)	March 2015	60 High School Bands/Wind Ensembles – approx. 3,000 - 4,000 students	Bands received assessment, comments, and suggestions.
***Glenn High School In Forsyth County	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	Greensboro College Jazz Ensemble directed by Benjy Springs, performed for music students at Glenn High School	December 3, 2014	Approx. 200 students	Students were inspired by the concert and asked many questions at the end of the concert.
***Reagan	Essential Standards	Greensboro	December	Approx. 175	The concert

High School in Forsyth County	A.ML.1 and A.ML.2; A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	College Jazz Ensemble directed by Benjy Springs, performed for band students at Reagan High School	3, 2014	students	was successful and the student response was positive.
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B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2014-15 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

The teacher licensure candidates at Greensboro College are prepared to provide high-quality integrated digital teaching and learning to all students through a number of instructional and pedagogical experiences. The Greensboro College teacher education program uses LiveText to monitor and maintain electronic evidence portfolios. Candidates use LiveText throughout their courses and fieldwork experiences to submit course assignments, evidence artifacts and disposition assessments. Candidates are introduced to LiveText in the introductory course, EDU 2100, 21st Century Schools. All candidates take EDU 3100, Introduction to Planning, Technology and Assessment which introduces candidates to the use of instructional technology and digital learning. Digital teaching and learning is embedded in the specific licensure pedagogy courses. For example, Elementary and Special Education candidates take ELE 3780, Reading Methods and Assessment and ELE 3790, Mathematics Methods and Assessment in which they are required to write units that include lesson plans that incorporate the use of technology in the classroom. Faculty have participated in the Center for the Enhancement of Teaching and Learning (CETL) Faculty Learning Communities in which faculty have studied and applied best practices in 21st Century digital leaning. CETL workshops have been held on “flipping” the classroom. Consequently on-line and hybrid courses are integrated throughout general education core and major courses. Through these courses candidates have engaged in discussion boards, submission of on-line assignments, and preparation for daily classes. Teacher education candidates engage in and recognize the importance of digital teaching and learning throughout their comprehensive experiences at Greensboro College.

b) 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 Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.

The general education core requirements at Greensboro College include English courses that focus on the processes of critical inquiry and communication and Mathematics courses that

address the development of mathematical ideas, quantitative reasoning and problem solving skills. These foundational concepts are further developed through the curriculum designed for elementary and special education candidates. The elementary and special education curriculum has been designed to prepare candidates to have the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with SBE expectations. Elementary and Special Education candidates take courses in reading and mathematics that address the knowledge and skills needed by 21st century practitioners. EDU 2770, Literacy Foundations, provides the framework for understanding the development of language and literacy in children focusing on the development of a foundation in literacy for preparation of learning evidence-based instructional strategies. ELE 3780, Reading Methods and Assessment, follows EDU 2770 and is required for both elementary and special education candidates. This course focuses on evidence-based strategies for teaching literacy and the assessment of literacy skills. Both of these courses include a fieldwork component in which candidates observe and apply strategies for teaching and assessing literacy. Instructors utilize the components of the Foundations of Reading test as pre and post assessment in the pedagogy courses. All Birth through Kindergarten, Elementary and Special Education majors will be required to take the Pearson General Curriculum licensure exam as a Teacher Education admission requirement. Candidates needing remediation will be identified and provided with appropriate academic support. ELE 3790, Mathematics Methods and Assessment, is also required for both elementary and special education candidates. In this course candidates develop the knowledge and skills needed to effectively teach mathematics concepts through a developmentally constructed curriculum that focuses on essential concepts utilizing concrete materials and exploratory activities. ELE 3790 is also accompanied by a field component in which candidates observe, plan, implement and assess appropriate mathematics instruction. All Elementary Education, Special Education and Birth through Kindergarten Education majors are required to select a content area minor in order to strengthen their core curriculum general knowledge.

c) 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.

All Greensboro College teacher education candidates are introduced to the structures of assessment in EDU 3100, Introduction to Technology, Planning and Assessment. In this course candidates learn to analyze student performance data to improve effectiveness of planning and instruction and to use technology in formative assessment. Application of assessment is further reinforced for all teacher education licensure candidates in their specialty area pedagogy courses. Elementary teacher licensure candidates also take a specialized course in assessment, SPE 3555, Educational Assessment, which emphasizes the foundations, utilization and application of formative and summative assessment. In this course emphasis is placed on classroom assessment for students with and without exceptional learning needs, including curriculum-based measures, progress monitoring, evaluating student products and projects, and developing valid and reliable assessment instruments. Interpretation of individual and group assessment information, communication of findings, and use of results for planning is central to the learning outcomes of this course. All candidates complete an “impact on student learning” evidence artifact during student teaching in which candidates design and implement an impact study. During fieldwork experiences and student teaching, candidates are encouraged to use Power School and to understand EVAAS. Through SAS, Greensboro College is exploring the opportunity to utilize demonstration modules in order for candidates to become familiar with and understand the EVAAS system prior to working in the schools.

d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

The Greensboro College teacher education program curriculum for elementary candidates has a long and sustained commitment to arts education and integrated curriculum construction. All elementary teacher education candidates take, ELE 3755, Arts and Literature for Children, which is designed to provide students with a critical understanding of the creative arts and literature for children as well as to develop the strategies needed to integrate the arts and literature into the multicultural elementary classroom. This course also focuses on developing the skills and knowledge specific to the domains of visual arts, drama, dance, and music and the criteria for evaluating the genres of poetry, traditional literature, fiction and non-fiction in literature for children birth-elementary age which will form the basis from which integration methods can be developed, modeled and practiced. The integration of arts education across the curriculum is further reinforced in the elementary pedagogy courses in mathematics, reading, social studies and science.

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	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	25
	Other		Other	
	Total	11	Total	28
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	2
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	4
	Other		Other	
	Total	3	Total	7
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	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	6
	Other		Other	
	Total	5	Total	15

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)	5	5
Elementary (K-6)	2	2
Middle Grades (6-9)	6	6
Secondary (9-12)	3	3
Special Subject Areas (k-12)	3	3
Exceptional Children (K-12)	2	2
Total	21	21
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	525.31
MEAN PPST-Reading	180.27
MEAN PPST-Writing	175.73
MEAN PPST-Math	181.50
MEAN CORE-Combined	484.40
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.62
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)		1		
Elementary (K-6)		3		1
Middle Grades (6-9)				2
Secondary (9-12)				2
Special Subject Areas (K-12)		1		2
Exceptional Children (K-12)		4		
Vocational Education (7-12)				
Special Service Personnel				
Total		9		7
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education (grades K-6)	18	100
Middle Grades – Language Arts	1	*
Middle Grades – Math	1	*
Special Education: Adapted Curriculum	3	*
Special Education: General Curriculum	4	*
Institution Summary	27	100
* To protect confidentiality of student records, mean scores 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	3	3	3			
U Licensure Only	2					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	4			1		
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	59	97	54
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Guilford Co Schs	228
Rockingham Co Schs	73
Winston-Salem/Forsyth Schs	40
Alamance-Burlington Schs	39
Randolph Co Schs	29
Wake Co Schs	19
Asheboro City Schs	10
Charlotte-Mecklenburg Schs	9
Caswell Co Schs	8
Chatham Co Schs	8

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.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
4	5	10