

# IHE Bachelor Performance Report

## Guilford College

2014 - 2015

### Overview of the Institution

Guilford College, a small, liberal arts-centered institution, seeks to provide an excellent, transformative, liberal arts education. The institution and its members model values, behaviors, and attitudes that develop critical thinking for social change based on the Quaker principles of integrity, peace, equality, and simplicity in a strong, inclusive learning community. Toward that end, the college focuses on student-centered instruction, the development of global/multicultural perspectives that honor the natural environment, and service-learning opportunities that forge a connection between thought and action for all students. There is a special emphasis on “Principled Problem Solving” (PPS) wherein Guilford students are challenged to solve real-world problems through the application of the college’s core values: community, diversity, equality, excellence, integrity, justice and stewardship, under the direction of College Faculty. Student engagement in PPS contributes to practical, active involvement by developing innovative solutions to existing and emerging problems at the community, state, national, and global levels. Guilford’s Quality Enhancement Program (QEP) writing initiative supports PPS goals enhancing students’ ability to employ program-specific writing as a mode of critical inquiry and communication. In November 2012, Guilford College adopted new General Education Student Learning Outcomes which focus on writing, speaking, critical thinking, and service learning. During the 2014-2015 academic year we continued the implementation and assessment of these outcomes and began to connect some of the outcomes with the standards and expectations we have for our students as they complete the required State evidences for licensure.

Guilford also boasts the oldest program in North Carolina catering to non-traditionally aged students.

### Special Characteristics

The Education Studies (ES) Program is an intensively academic and student-centered program in a small, liberal arts college. It is enhanced by frequent involvement of students with faculty whose guidance and support is based on a deep understanding and knowledge of each individual student’s strengths/gifts and their next steps. (ES does not use the language of weaknesses; instead, we apply the more proactive phrase of “next steps”.) Special pedagogical features of the program include a required second major for all ES Candidates, cross-cultural internships (local and abroad), a mid-point intentionally reflective opportunity which permits students an opportunity to reflect on their growth as individuals and prospective teachers--with an emphasis on strengths and next steps, and a capstone experience which challenges students to position themselves as educational leaders and social change agents. In addition to requiring a double major in a content area other than education studies, ES uses the college’s core curriculum to support students' pedagogical content knowledge and assist them in ultimately mastering appropriate State teaching standards. All faculty members who teach in the college, especially since students are required to double major, are considered vital to the education of Guilford College’s teacher candidates. The primary goal of the teacher education program is to develop educators who are grounded in the liberal arts; are self-confident, inquisitive, reflective, and thoughtful in their practice; are analytical and mindful of context and how it impacts/influences

learning; and possess the ability to base educational decisions on the needs of each student whom they teach. Students are encouraged to be critical, *to question*, as they enter into the field of education. Continuous authentic assessment is a key component of knowing and understanding personal and professional growth; reflective practices facilitate this assessment. Candidates are continuously challenged to examine themselves as teacher/learner/leaders (TLL) via self-reflection and analysis. The Education Studies Program has been cited, in the past, by National accreditors for having exemplary practice in the integration of cultural diversity and authentic assessment into its curriculum.

### Program Areas and Levels Offered

The ES Program continues to offer a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in Elementary Education, Secondary Social Studies, and Secondary English. Recently a newer program, the K-12 Languages (Spanish and French) licensure area, has graduated several candidates, and has two more students in the upcoming student teacher block. Additionally, as of Fall 2013 Guilford College started to offer a Comprehensive Secondary Sciences Licensure. The College also offers a Licensure-Only Program (with the option of obtaining a major) for those who have completed a bachelor's degree from a 4-year, accredited college and qualify for admission first to the College generally, and then to the licensure program specifically.

## 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
<b>Guilford Elementary School</b> Guilford Elementary (preK-5) officially opened in August 2007. The first few years have been challenging for the staff in preparing students for performance on EOGs to successfully	(Adapted from Guilford Elementary School Improvement Plan)  A.1. All students will show growth in reading and math, meeting and/or exceeding local and state expectations.  A.2. Efforts will be made to analyze disaggregated data to work towards closing the gap between high at-	Initiatives to address School Improvement Plan goals)  A.1. Interns and student teachers created and taught reading and math lessons based on these criteria.  A.2. a. GE teachers and ES supervising faculty reviewed lesson plans of all interns and student	August 2014 - May 2015  August 2014 – May 2015	Administration (principal, curriculum facilitator, and assistant principal), and majority of faculty, > 40.	Addressing School Improvement Plan goals)  A.1. & 2. GES teachers noted the success of intern and student teacher lesson development and implementation, assuring that reading and plans reflected the criteria for

<p>meet their AYP goals. GES met their AYP in the 2008-2009 school year, but have not since that date. ES had formal collaborative plans with Guilford Elementary School to help better prepare students for EOG tests during the each year.</p>	<p>risk and successful students. There has been a decrease in both the reading and math scores for GES students for the last two years. Both attaining improvement in these subject areas are in the GES School Improvement Plan: Priority Goals #1 &amp; #2.</p>	<p>teachers to assure that the contents in reading and math plans reflected the criteria for differentiating instruction to address the needs of all students.</p> <p>A. 2. b. Interns developed units (Candidate – Evidence 3) to meet the criteria and promote student growth in reading or math.</p> <p>A.2. c. Student teachers analyzed student growth and made recommendations for improvement in the area of reading based on literacy efforts during the fall of 2014, reporting the results of interventions implemented in a research paper. (Candidate – Evidence 5).</p>	<p>August – December 2014</p> <p>January – May 2015</p>	<p>reading and math instruction. The lesson plan format used by the student teachers that incorporated many of the elements from the new State standards was also used by all teachers in the building.</p> <p>A.2.c. Student teacher impact papers showed growth for the specific students with whom the interns worked (recorded on separate data charts included in each evidence appendix) in reading where the criteria were addressed and research based practices were implemented. - Benchmark and EOG data showed marked improvement in the area of reading for the specific students with whom interns</p>
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	<p>#2. This also included an emphasis on the decrease in scores for Hispanic students. For the Hispanic population in the area of reading there was a performance decrease of 3.5% from 2013 to 2014.</p> <p>A.4. The GES School Improvement Plan: Priority Goal #3 focuses on closing the gap between the male African American student and other students in both the area of reading and math.</p>	<p>A.4. The student teacher, who worked with the curriculum facilitator and PTA officers to design and implement a family curriculum night, also incorporated into the design of the curriculum night the use of upper grade (4<sup>th</sup> and 5<sup>th</sup>) African American male students for helping facilitate the stations set up for the various grades and subject areas. The African American males selected were purposely placed at stations that were implementing games that addressed the areas where each selected student had a low level of proficiency. (Candidate – Evidence 6)</p>	<p>January – May 2015</p>		<p>A.4. GES teachers reported that the students who participated in the curriculum night were more excited about studying in the classroom because they expressed feeling important and like being a ‘leader’ in the school.</p>
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<p><b>Doris Henderson</b> <b>Newcomers School</b> Since the inception of the school in 2007, the Newcomers School has welcomed new students and families to America each year. The enrollment of the Newcomers School changes each year, since the students remain at the school for one year. Each student transitions to their home school after attending Newcomers for one year or two semesters. Therefore, the enrollment is fluid - it changes with new students welcomed on a weekly basis.</p>	<p>In the Newcomers School's School Improvement Plan the first priority goal is literacy. One of the action steps listed on the plan was to use tutors to work with students in small groups to support literacy development. Priority Goal #1</p>	<p>Students in the Guilford College Education Studies cultural diversity course (with 70 hours of fieldwork) worked with the teachers at Newcomers to provide additional tutoring for individual students in helping the students become more proficient with literacy skills.</p>	<p>August 2014 – May 2015</p>	<p>The principal, curriculum facilitator, and 10 teachers worked with the Guilford College students as they helped with tutoring sessions.</p>	<p>The teachers reported that the students were showing more progress with their literacy skills based on progress monitoring data. The students who received more tutoring assistance made faster progress than other students in tutoring sessions.</p>
<p><b>Grimsley High School</b> Grimsley High School is a school of</p>	<p>(Specific Initiatives)</p>	<p>(Initiatives to address school goal) with both College students and staff.</p>	<p>Aug. 2010-present: ongoing (re. partnership</p>		<p>(Addressing the school goals)</p>

<p>progress with high growth, but one of changing diversity and increased problems with discipline issues. Disaggregated data indicate an increase in low performance among certain groups of students. Collaboration with Grimsley High School is focused in the English and Social Studies departments around work with student teachers.</p>	<p>Continue to facilitate communication and partnership between Grimsley HS and Guilford College and to provide GHS faculty with professional development opportunities in teaching on the college level.</p>	<p>Continued communication and partnership between GHS faculty and GC faculty. Two meetings were established (one before semester) and one at end) to identify strengths and next steps of our partnership. Additionally, in September 2015 GHS faculty and GC Faculty presented at the NC-ACTE conference discussing their partnership and the benefits for not only students, but for faculty at both the High School and College level.</p>	<p>s).</p>	<p>Administrators and two content-specific teachers, one in English, the other in SS/History. Note: the English teacher is now the Academic Coach, Northern Region, for GCS, but still works with GHS, as necessary, as part of this partnership).</p>	<p>GC Faculty and GHS faculty met and augmented a course taught to GC students (EDU 313) wherein both GHS faculty team-taught several classes in the GC EDU 313 clinical internship class. This team teaching approach continued and was modified, as necessary, for the 2014-2015 academic year. Additionally, GC and GHS faculty are collecting long-term anecdotal and narrative data examining the effectiveness of the GC-GHS clinical partnership as it pertains to teacher preparation. A presentation to NC-ACTE in Sept. 2014 highlighted the results and was well received by colleagues. A GC student teacher will be</p>
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					placed at GHS, Fall 2015.
<p><b>Western Guilford High School</b></p> <p>Western Guilford High School is an urban school located approximately five miles from Guilford College. WGHS serves a diverse student body, many who are ESOL.</p>	<p>Continued collaboration with faculty in the preparation of GC secondary education majors and to provide WGHS faculty with professional development opportunities in teaching on the college level.</p> <p>Additionally, two student teachers from GC were placed at WGHS in response to WGHS administration's request to facilitate our collaborative efforts and to "bring new ideas" into the classroom.</p>	<p>A WGHS faculty member TA'd (was a teacher assistant) in the EDU 420 (Secondary Seminar) for the Fall 2014 semester.</p>	<p>Fall 2013-continuing</p>	<p>Three:</p> <ol style="list-style-type: none"> <li>1. WGHS faculty who TA'd in the EDU 420 Secondary Seminar class.</li> <li>2. One WGHS faculty cooperating teacher: Social Studies (Civics and economics).</li> <li>3. One WGHS faculty cooperating teacher: Social Studies (History and AP Human Geography).</li> </ol>	<p>The EDU 420 course was improved with the participation of an active, in-service teacher. Several classes were held on-site at the HS, thus providing the GC students with more practice experiences. Additionally, WGHS administrators presented information during this seminar time.</p> <p>Two student teachers were placed at WGHS for Fall 2014.</p>
<p><b>Joyner Elementary School Joyner</b></p> <p>was a junior high school prior to 1984 when it became a K-5 school. It is a small school of 382 students grades K-5. The student population is diverse and was under the</p>	<p>(Adapted from Joyner Elementary School Improvement Plan)</p> <p>A. Improve reading strategies across content areas to improve student achievement. Based on AYP results there is a significant gap between economically disadvantaged</p>	<p>(Initiatives to address School Improvement Plan goals)</p> <p>A. &amp; B.1. Interns teachers created and taught small group reading and math lessons based on these criteria.</p> <p>A. &amp; B.2. JE teachers and ES supervising faculty reviewed</p>	<p>January – May 2015</p>	<p>Administrati on (principal and curriculum facilitator), and majority of faculty, dependent upon interns, etc.</p>	<p>(Addressing School Improvement Plan goals)</p> <p>A. &amp; B.1 &amp;2. JE teachers noted the success of intern lesson development and implementation, assuring that reading plans reflected the</p>

<p>leadership of a new principal for the 2010-2011 school year. The focus on establishing a more positive learning environment has been a major goal as Joyner is working to meet the academic challenges of their students. The principal has created a more child-centered environment that focuses on building character. The school was first place in the State as a school of character. Within this established environment there is an emphasis on self-regulation and learning.</p>	<p>students and whole school in reading; so there will be an emphasis on closing this gap.</p> <p>B. Improve math strategies across content areas to improve student achievement. Based on AYP results there is a significant gap between economically disadvantaged students (and in particular African American males) and whole school in reading and math proficiencies; so there was a school-wide emphasis on closing this gap.</p>	<p>lesson plans of all interns and student teachers to assure that all lessons contained interventions that would provide additional instructional support for the targeted group of students.</p> <p>A. &amp; B.3. Interns developed units (Candidate – Evidence 3) to meet the criteria and promote student growth in math and reading.</p> <p>A.4. Interns implemented specific small group activities that were targeted to helping the targeted group of students progress with math and literacy skills. They analyzed student growth and made recommendations for improvement, reporting the results of interventions to the cooperating teachers.</p>			<p>criteria for reading instruction and helped the targeted group of stu.</p> <p>A. &amp; B.3. &amp; 4. - Student teacher impact papers showed growth (recorded on separate data charts included in each evidence appendix) in reading where the criteria were addressed and research based practices were implemented. - Benchmark and EOG data showed marked improvement in the area of reading for students with whom interns and student teachers worked. Summary: students increased reading scores on Benchmark tests from the third to the</p>
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		A. 5. Student teachers developed a tutoring program for literacy and math to specifically address the needs of the African American student population as part of their Leadership Project (State Evidence #6).		A. 5. School Leadership Team and student teachers	fourth quarter and showed more engagement in reading in the classroom. Every student achieved or exceeded his or her target score.  A.5. The student teachers presented the plan to the school Leadership Team, who will use the plan to pursue implementation during the 2015-2016 school year.
<p><b>Northern Guilford High School</b></p> <p>NGHS is a grade 9-12 school that Established in 2007, Northern Guilford High School is located in the Piedmont Triad of North Carolina, a metropolitan area of about one million people, which includes Greensboro, a</p>	<p>(Specific school initiatives)</p> <p>1. To explore communication with an experienced professional educator to provide insights for the school's School Improvement Team.</p>	<p>(Initiatives to address school goals)</p> <p>1. One ES faculty member has been elected to membership on Northern High Leadership team to help facilitate conversation between school and College and to provide professional insights.</p>	June 2013-continuing	<p>School Improvement team: Four administrators, 7 faculty, 3 parent volunteers, and two at-large student representatives.</p> <p>Specifically, NGHS' CF worked closely with GC students</p>	<p>Major Goals this year focused on the continued improvement of test scores for non-white students. Initiatives were developed (e.g. multiple tutoring opportunities) to help impacted students. In Summer of 2015, a new SIP will be developed</p>

<p>city of 230,000, High Point, and Winston Salem. Greensboro has a diverse economic base of manufacturing, business, insurance, banking, service industries, and education. Two state Universities and three private colleges are located in Greensboro. Northern Guilford High School serves the northern sector of Greensboro/Guilford County, which includes established neighborhoods, new suburban areas and some rural areas. Northern Guilford students are from diverse economic, religious, racial, and national backgrounds.</p>	<p>2. To help address the School's SIP (excerpts taken from the SIP below):</p> <p>2A. "Although we have shown overall growth, we did not meet projected targets in the overall subject scores as well as many subgroups. There still exists an achievement gap between all students and/or white students with other subgroups."</p> <p>Specific SIP Goal: Increase the overall proficiency in English II by 5.5% points from 79.2% to 84.7% by 2016.</p> <p>2. B. To help with adjusting instructional strategies based on the needs of students at NGHS: (A special professional development session on how to differentiated instruction in the science class will be presented by Dr. Hildreth from Guilford College on January 13th. These strategies will be implemented into the teachers instructional practice. )</p>	<p>2. To help with not reaching projected targets in subject scores, GC students were trained by NGHS' CF in how to tutor specific reading strategies (Feb. 2015). Students then worked closely with the CF and provided tutoring for NGHS students throughout Spring semester, 2015.</p> <p>2. B. To help with adjusting instructional strategies/ providing workshops for students, two workshops were provided for NGHS re. differentiation in the classroom (Spring 2015) by GC faculty.</p>		<p>and faculty.</p> <p>2. Two GC interns and various numbers of Northern students throughout the semester.</p>	<p>during all-day workshops, beginning July 2015.</p> <p>2. This tutoring initiative was a continuation of a tutoring program that began last year: to provide additional tutoring assistance to impacted students above and beyond the already-established opportunities for students (i.e., from teachers). The school's CF acknowledges that this pilot has potential, but second year results were not very promising (that is, not as many NGHS students took advantage of these opportunities). Given this, conversations will occur over the summer, 2015, to explore ways to improve this tutoring opportunity for</p>
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	<p>Summary: In accordance with the school's SIP initiatives, to provide impacted students tutoring help via one-on-one assistance provided by GC student interns in English and SS/History</p>			<p>3. Varied, but approx. 20-25 NGHS faculty per workshop.</p>	<p>students.</p> <p>3. GC faculty have been asked to work with the CF to develop a mentoring program for new teachers to NGHS, starting Fall 2015.</p> <p>4. NGHS administration has asked GC faculty to work with three struggling teachers for the 2015-2016 academic year (two in science and one in history).</p> <p>5. Guilford students interned at NGHS Spring 2015.</p>
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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.**

**Our classrooms were recently renovated. Initially we received Eno Boards in two of our classrooms and students are required to use them to make presentations. All students present in Power Point and use Prezi. This year we have installed a Smartboard and are currently in the process of training faculty members and students in the most effective uses of the technology capabilities of Smartboards in the classroom. We are moving slowly to incorporate more software applications and are in the process of getting more interactive capacities in our hardware. We utilize**

multiple instructional platforms for students to deliver and receive content online and by distance learning. Currently, we are working with the Director of Instructional Technology, and the local schools to better align our resources and curriculum with the technology being used in the schools.

- 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.***

Several members of the Education Studies Faculty have attended workshops to improve our expertise in the new Foundations of Reading and General Curriculum teacher exams. In response, Education Studies faculty who teach the elementary methods science course have revised and enhanced the course to introduce a wider spectrum of science content. We are working collaboratively with colleagues in other Education Studies Programs, sharing materials and content area pedagogical strategies and knowledge. In addition, the Guilford College library liaison for Education Studies has created a website for our department and within that website is a link to material to familiarize and help prepare the Guilford College students for the new tests that are now required for certification. The Education Studies Committee of the College is sharing information about what candidates need to know in the content areas, especially in science and math. As faculty become more familiar with the expectations, we are developing in – class assessments that measure our candidates' preparation for the tests and ultimately for teaching the standards in their classrooms.

- 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.**

Interns must prepare assessment portfolios that include samples of formative and summative assessments, critique of their validity, reasonableness, practicality and reliability. They must use research to offer improvements and practice recording and using input from assessments done in their practicum classrooms. In preparing evidences 3, 5 & 6 interns and student teachers utilize assessment data and records of the types of assessments used to prescribe specific interventions. All candidates are expected to support their instructional decisions on assessment data and provide articulate critique and alternatives to assessments which seem inaccurate, incomplete, or nonsubstantial. All lesson and unit plans include formative and summative assessment which is coherent with the aims and objectives of instruction, and which are used to modify instruction based on the needs and gifts of the

**students. Assessment and evaluation are integrated into instructional planning, classroom management, and content area methods.**

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

**Elementary Education candidates are encouraged to integrate the arts into and across the curriculum. Throughout their matriculation in the Education Studies program, beginning in the foundational courses, arts integration is modeled and explicitly described by faculty. For example, in the foundations courses students must develop metaphorical representations of their ideal schools; create sculpture and assemblages. In “methods” classes we utilize all the intelligences in our pedagogies, and therefore, incorporate arts pedagogies. As we promote integrated curriculums and lesson plans, we facilitate the candidates’ use of arts content and pedagogies into their instruction.**

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	14
	Other		Other	
	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>17</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>3</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		
We have very few courses that fit with most lateral entry contracts because our courses are so interdisciplinary.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,150.00
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	*
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
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
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	6	4		
Middle Grades (6-9)				
Secondary (9-12)	1	3		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>7</b>	<b>7</b>		
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)	8	100
Institution Summary	8	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.**

<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	12	1				
U Licensure Only						
<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						
U Licensure Only						
Comment or Explanation						

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

<b>2013-2014</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	14	93	50
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford Co Schs	126
Winston-Salem/Forsyth Schs	32
Rockingham Co Schs	31
Randolph Co Schs	19
Alamance-Burlington Schs	18
Wake Co Schs	9
Davidson Co Schs	8
Chatham Co Schs	6
Charlotte-Mecklenburg Schs	6
Chapel Hill-Carrboro City Schs	6

- I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

### 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>
4		1