

# 2020-2021

## EPP Bachelor Performance Report

### Guilford College

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North Carolina Department of  
**PUBLIC INSTRUCTION**

#### Overview of the Institution

Guilford College, an independent, undergraduate 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, experiential, interdisciplinary instruction; the development of global/multicultural perspectives; stewardship of the natural environment; and service-learning opportunities that forge a connection between thought and action.. 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) “Speak Up” enhances students’ public speaking using the latest technologies combined with traditional skills and strategies. In November 2012, Guilford College adopted new General Education Student Learning Outcomes which focused on writing, speaking, critical thinking, and service learning. In 2019, the College transitioned to a new curriculum and calendar. The new curriculum is called “The Edge” and runs on a 3 week-12 week – 12 week – 3 week calendar. The Edge concentrates on developing experiential, interdisciplinary, community involved pedagogies. Additionally, all students are required to complete a self-directed project based on their own

curiosities: The Collaborative Quest. The Collaborative Quest (CQ) requirement is special to the Guilford College Curriculum. The backdrop to this set of courses is Guilford's history itself, which is deeply rooted in practices of reflection on one's values and actions one's sense of who they are (their understanding of "self"); integrity; a commitment to justice; and peaceful problem solving. Those practices challenge and inspire our community, and, at their best, help produce ethical leaders who make valuable and relevant contributions to our world.

The new academic calendar (12-3/3-12) is meant to enhance opportunities for student travel and community work. At this time, teacher licensure programs remain intact and meet the state requirements for hours of internships and student teaching.

As part of the calendar change, Guilford College has a very limited adult program. We had one of the oldest programs for non-traditional students, but it has been greatly reduced. Current College Administrators have indicated a renewed interest in reestablishing our adult program, which has the potential to significantly increase Education Studies adult student enrollment. At the same time, we are registered as a residential EPP for elementary licensure (K-6).

## **Special Characteristics**

The Education Studies (ES) Program is an intensively and intentionally academic and student-centered program in a small, independent, Quaker, 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 clinical intern's strengths/gifts and their next steps. (ES does not use the language of weaknesses/deficits; instead, we apply the more proactive phrase of "next steps".) Special pedagogical features of the program include a required second major in the content area for Secondary ES clinical interns, and all candidates (K-12) are required to complete extensive cross-cultural internships in the field (locally and/or abroad). We provide a critical and in-depth focus on Social Foundations. These include educational foci in philosophy, psychology, and history which are taught as separate foundational courses as requirements for acceptance into all teacher licensure and non-licensure programs and incorporated into the processes (methods) courses in licensure programs. Throughout their matriculation, students are provided intentionally reflective opportunities which permit them to assess their growth as individuals and prospective teachers--with an emphasis on strengths and next steps. We challenge students/candidates to be technically and ethically reflective. At the end of their licensure programs, all ES candidates from all of our licensure programs come together for their Capstone Experience, which challenges them to position themselves as educational leaders and agents for social change/justice.

The College’s core curriculum supports candidates’ content knowledge and assists them in ultimately mastering appropriate State content standards. All faculty and staff members who teach in Guilford College are considered vital to the education and development 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; self-confident, inquisitive, reflective, and thoughtful in their practice; 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 and the community in which they teach. Students are encouraged to be critical, to question, ethically as well as technically, their pedagogical and epistemological decisions, as they enter into the field of education.

Continuous authentic assessment is a key component of 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 based on knowledge of both the content and the context of each situation and their personal values and vision. 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 on-going assessment into its curriculum.

With the advent of edTPA as a consequential evaluation for licensure, Education Studies is working diligently to align our course and fieldwork with edTPA requirements. At the same time, we are working assiduously to preserve our unique approach, focus on foundational studies, and core principles. Given preliminary results, students have shown a high level of success in successfully completing the edTPA.

### **Program Areas and Levels Offered**

The ES Program continues to offer the Bachelor of Arts (AB) in Elementary Education and Secondary Education with licensure areas in Elementary K-6, Secondary Social Studies, and Secondary English. 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 Guilford College generally, and then to the licensure program specifically. In addition to our Licensure Only program, we offer a Residential program in Elementary K-6.

### **Pathways Offered**

<b>Traditional</b>	<b>Lateral Entry</b>	<b>Residency</b>
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**Brief Description of the unit/institutional efforts to promote SBE priorities.**

**For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.**

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.**

In each of our foundations courses ( EDUC 201,202,203, 302) we examine the historical, philosophical and psychological perspectives on and about the definitions and identifications of “disability” or “exceptionality” in the institution of schooling and teaching. In the professional courses we examine the practices and processes of teaching to students with exceptionalities. Clinical interns work with their clinical educators to gather data for referrals, follow established IEPS and meet with the school’s team to make referrals. Students are expected to include protocol for accommodations and modifications in their instructional plans. We also offer a course, EDUC 300: Teaching Learners with Special Needs, a survey of Exceptional Students; laws, methods of recognizing and addressing their unique needs, along with time shadowing special education teachers.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

In EDUC 302 students work with new-comers (refugees and immigrants) in our region. These are individuals who have limited or no English proficiency. EPP students tutor new-comer students in various settings including the public schools, after-school and community programs, for 60 hours as part of the requirements for EDUC 302.. In this class Education Studies students study the developmental stages of language acquisition as well as specific pedagogical strategies for teaching English to LEP people. In their professional courses clinical interns are expected to include strategies specifically for LEP students in their instructional plans and practice. In EDUC 307, students are taught to follow the developmental processes and practices for LEP students to develop reading and writing proficiency in English.

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.**

We offer one course specifically for technology. We also require students to use technology to make presentations and teach demonstration lessons in their foundational courses. As part of the Colleges "Speak Up" initiative for QEP students are required to use numerous technological resources to make public and published presentations. We have to adapt our expectations for integration of technology in curricula and instruction to the resources of our under-resourced partner schools. We continue to work to find the balance of possibility and reality in teaching students to integrate technology, be resourceful in under-resourced environments, and teach most effectively for all students. Since March of 2020 our licensure candidates have been included in the schools' systems professional development for virtual teaching, learning myriad asynchronous teaching strategies and technologies. Our College is working towards developing and updating the infrastructure to support instructional technology, as are the school systems with whom we are associated.

**The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.**

All clinical interns participate in "data days" in our partner schools. In this way, our students are exposed and respond to the ways in which technology is used to collect, manage, and analyze data to improve teaching and learning to increase student achievement. The clinical interns are treated to the same feedback and suggestions as their clinical educator and their grade level teams. In their professional coursework, we specifically address assessment and evaluation and how to use the data from formal and informal, summative and formative assessment to make decisions about instructional aims and pedagogy for the clinical interns' students. In their internships, students study the collection, management and analysis of data for assessment that is collected using technology or analyzed using technological techniques/software.

With the recent COVID pandemic, all Education Studies Student Teachers and Interns, along with their supervisors, attended workshops on how to effectively teach in a virtual world, Some of the software and LMS platforms included Canvas, MS Teams, and Nearpod.

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

Elementary Education Clinical Interns are encouraged to integrate the arts into and across the curriculum. Throughout their matriculation in Education Studies programs, beginning in the foundational courses, arts integration is modeled and explicitly demonstrated by faculty. For example, in the Foundations courses students must develop metaphorical representations of their ideal schools, create sculpture and assemblages, write poetic responses, and at times perform theatrical and/or other types of performative interpretations of theory, content and/or pedagogy. In Foundations courses

(educational philosophy, history, psychology and cultural competencies) students learn the context of ideas and theories. In “methods” classes (which we call “processes”) we emphasize differentiation, universal design and integration across disciplines including arts. We facilitate the Clinical Interns’ use of arts content, outcomes, skills, concepts and pedagogies in their instruction. We encourage Clinical Interns to incorporate arts standards into their edTPA evidences. We plan to incorporate more collaboration with the College’s Arts programs in the new curriculum (The Edge and MYCQ).

### **Explain how your program(s) and unit conduct self-study.**

We report regularly to the Guilford College Assessment Committee using College created surveys and rubrics to measure our growth toward meeting Guilford College’s General Education Learning Outcomes and our department’s specific learning goals, as well as to SACSCOC standards. We then utilize these surveys and rubrics to cross-walk them with the standards on the North Carolina Student Teacher Evaluation rubric.

We consistently review our students’ scores on PRAXIS, Pearson, and edTPA tests comparing the cohorts’ progress between years, between individuals, amongst professors and sections. We strengthen and sustain those areas in which we appear to be successful. We disaggregate these data to analyze for areas in need of revision or transformation. These may be in any domain of teacher education, i.e., pedagogy, specific content knowledge or dispositions. Once we recognize the significance of those data, together as a team, we collaboratively seek solutions and revisions to programs that will correct for our weaknesses and build on our strengths. As professors and instructors in the Education Studies Department at Guilford College we tend to be generalists more so than in larger departments and colleges where each individual professor has a specific niche’. Therefore, our self – studies are likely more collaborative among all members of the faculty than they might be if we considered ourselves more highly specialized than we do. In addition, we meet regularly to discuss our visions for overall transformation and responsiveness of our programs to local, state, national and global foci.

We depend upon feedback from edTPA, which we have been piloting since 2017. Thus far, we have had a total of 20 portfolios submitted by our clinical interns across three programs. The majority of those have passed on their first attempts. We analyzed the results to evaluate our programs and to incorporate more supports for clinical interns throughout our programs.

Each Field Supervisor is also a professor in the Education Studies department. Professors not only supervise in the schools, themselves (vs. hiring adjuncts), and are in consistent and frequent communication with the clinical educator and administrative staff at our partner schools. We provide formative and summative assessment that is triangulated between the professor, the clinical educators, and clinical interns. This process is, in addition to the State’s rubric, a way to gain qualitative and

quantitative data by which to evaluate our programs as well as individual students. In conference with our field partners, we deliberate about how to improve our program and, therefore, our clinical interns' impact on their students' progress (our outcomes) in ways which strengthen our partnerships and take into account the specific contexts of our partners. .

We are a small unit of three professors and an administrative assistant/licensure officer. Within the unit we offer three programs. However, all programs have common foundational courses, and every professor teaches at least one of the foundational courses. We, therefore, share common language and deep knowledge of the sequence and structure of our curriculum and our clinical interns. We meet regularly and continuously in both informal and formal conferences with each other to be responsive to the changing demands on our programs and schools as well as to re-evaluate the ways in which we continue to uphold the core values and principles of our programs and our College.

We meet on a regular basis in department meetings (for our college, "department" is Education Studies) and all three professors and the administrative assistant/licensure officer are part of those meetings. We begin each meeting with a sharing of "Joys and Concerns" —which can be individual, a focus on students, or programmatic in nature. Although, we always have an agenda, when there are immediate concerns we tend to prioritize those. We also celebrate our many Joys – or strengths. We delegate responsibilities for accomplishing steps towards change/improvement/transformation and between meetings we exchange emails, meet constantly in hallways, and meet strategically to accomplish those goals.

All of our data is stored in an accessible shared cyberspace (the Education Studies Share Space) so that we can refer to our data when we need to make decisions; raise or answer questions about our programs; or do comparative research. The administrative assistant/licensure officer is charged with keeping data up -to-date and accessible., in this capacity she has developed effective and efficient instruments to gather data from many relevant sources and that are effective and efficient in utilizing the data in numerous, relevant iterations. This, importantly, includes feedback about our students from contacts across the campus.

We used to survey alumni, principals at our partner schools and at schools that hired our alumni. It is our understanding that the State is now in charge of this type of survey data gathering. At present, we do some informal surveying and data gathering among alumni. We need to formalize that process specifically for our programs, given the recent changes in the College's curriculum

**Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.**

We purposefully assign field work placements in multiple and diverse settings beginning in the Foundations courses (200 level courses). Our partner schools tend to be urban, so we encourage students to do early field work in surrounding rural communities for EDUC 201, 202, 203,302 and PSYCH 224.

Below are descriptions of the fieldwork required of all Education Studies students:

Philosophical and Ethical Issues in Education: EDUC 201 – 10 hours. Students must observe in classrooms (multiple venues) and reflect upon the philosophical and ethical principles of their instructors comparing and contrasting those with the principles we study in the course.

Educational Psychology: EDUC 202 – 10 hours of clinical observations and interactions with K-12 students in multiple venues. Focusing on what it means to learn.

Developmental Psychology: PSYCH 224 – 20 hours observation and analysis. Education majors focus on the intersection of developmental theories and educational practices.

Historical and Contemporary Issues in Education: EDUC 203 – 20 hours of ethnographic research in a public school to analyze historical trends in current issues.

Field Study in Cross Cultural Competencies: EDUC 302 – 50 hours of instructional assistance and ethnographic study with newcomers to the US (immigrants and refugees). A strength of the Education Studies is our focus on diversity and anti-oppressive education. As part of this focus, clinical interns are required to work with students who have recently arrived in the USA for a minimum of 50 hours in this semester long course. (multiple venues)

We encourage students to complete their EDUC 302 fieldwork abroad and work with students in a country other than the USA. Those who completed the course abroad have done so in Mexico, Italy, London, Germany, China, Guatemala and Ghana (for example). For those students who do not go abroad, fieldwork is completed with refugee or immigration centers in public schools or with other service organizations. We do not allow students to work with institutions that proselytize a particular ideological or religious view.

Additionally, in the EDUC 300: Teaching Learners with Special Needs, students have the opportunity to engage in a 20 hour internship wherein they work with divergent learners, in local school settings. Many



of these placements occur in Title 1 schools or specialized schools that focus on the teaching of students with special needs.

All ES minors must complete all four education courses listed above. All majors must successfully complete all four courses, plus PSY224 prior to being admitted into teacher education.

Required Field Work for Clinical Interns:

We assign one placement for the internship semester (semester prior to student teaching) and a different placement for the student teaching semester. Our partner schools are highly diverse and highly -impacted with an average of 25 languages being spoken. They are designated as under-performing, Title One and/or high poverty. Students, therefore, spend at least two full semesters in an under-performing school and/or school with under-served populations

**How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.**

Spring: Supervised Clinical Internship: EDUC 309 (elementary) or EDUC 313 (Secondary)

Elementary Clinical hours: 15 weeks x 16 hours = 240 hours

Secondary Clinical Hours: 7 weeks x 7-8 hours = 50-60 hours.

In the semester prior to student teaching, the first semester of all Teacher Licensure Programs, Clinical Interns are required to work in a partner school as instructional assistants. Faculty work in collaboration with the Partner Schools to make the placements.

In the Elementary program, Clinical Interns are active as instructional assistants for at least two full days a week for every week in the semester. During this time, they gradually teach more and more. They are required to plan and teach three full formal and formally observed, lessons. After each there is a formal clinical conference with their Field Supervisor. In their internship placements, the students are put in a grade level that they do not expect to enter as a professional. This is intentional, as we want all elementary clinical interns to have experience in both primary and elementary grades. We also want them to understand that different teachers as well as differently-aged students have many things to teach them as teacher/learner/leaders. All placements are approved by the local school district.

In the Secondary programs, Clinical Interns work in high schools with teachers of record in their subject areas. We make the placements in collaboration with the Partner School(s). During their internship, secondary interns act as instructional assistants.. Clinical Educators also provide clinical support in the specific pedagogical methods and management of their subject areas as well as their student populations. All placements are approved by the local school district.

Fall Student Teaching: EDUC 440 – 15-16 weeks x 40 hours =600-640 hours

Clinical Interns are placed with a Teacher – of - Record identified by the school system, in a highly-impacted/under- performing/high poverty partnership school. Our intent is that clinical interns have as broad an experience as possible working within different school climates and cultures, and that they are exposed to strong and effective teaching that differs in style.

Note: Students who are Licensure-Only or Residential and working full time for the local public school system stay in their schools for all fieldwork under the supervision of a Teacher-of-Record in agreement between the principal, clinical educator, Superintendent of Schools, and Guilford College Department of Education Studies faculty.

We consider Internship to be the first half of Student Teaching experience. Internships occur in the spring semester. During the internship candidates experience the practice of skills, knowledge and dispositions that occurs after the winter break and in direct relation to End - of – Grade/End – of – Course testing challenges and expectations. The classrooms have, by this time, established norms and procedures. Guilford students are just beginning to take on official teaching roles and responsibilities they work in classrooms where a sense of community and trust has been established during this time. At the same time, interns experience the effects of test preparation that come at the end of term. It is our hope that working in the Spring affords our students an opportunity to see a “well developed classroom” and also “how this well-developed classroom prepares students for high stakes assessments”.

Student teaching occurs in the Fall semester each year. Student Teachers work with their Clinical Educators to establish norms, procedures and community building. Since the advent of the 3-week term at the beginning of the Fall semester, we designate Student Teachers’ 3 week class as their introduction to Student Teaching. Therefore, the Student Teachers accomplish 16 weeks of field work in their placements. Having students help establish a classroom culture, in conjunction with their previous experiences in the Spring wherein they interacted *in* an established classroom helps provide them with a more holistic overview of what teaching encompasses.

Students begin the student teaching semester whenever their Clinical Educator returns to school for professional development days or workdays. Generally speaking, Student Teachers are in the schools prior to the opening of the College in the Fall due to the mismatch between the College's and the Schools' calendars.

After having had a full semester as an instructional assistant in the Spring semester, the student teacher can now appreciate the aims of developing a positive classroom climate and the importance of building norms at the beginning of the year. They begin to take on classroom responsibilities the first day of Student Teaching. We expect them to be responsible for the majority of classroom obligations in the fourth or fifth week of Student Teaching. Student Teachers, in general, must teach full time for at least five to six consecutive weeks of the 16 weeks they are in the classroom.

In both the Internship and Student Teaching semesters, Field Supervisors from the ES are in the schools supervising candidates in their placements. Guilford College Field Supervisors are in each intern/student teacher's classroom at least once every other week for an extended observation and clinical conference/critical reflection, as necessary.

**Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.**

18      % of candidates in the EPP that are first generation college attendees

28      % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

**In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.**

Candidates for elementary licensure are exposed to and apply the Science of Reading in their internship courses. EDUC 307 in particular focuses on the five elements of the science of reading. Our partner

schools' curriculums follow the science of reading theories and practices. Therefore, our candidates are provided with instruction in the theories and practices as part of their literacy training and provided practice in the methods in both their internships and student teaching.

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

**A. Direct and Ongoing Involvement with/and Services to Public Schools**

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Guilford Elementary School
Start and End Dates	2004-2021
Priorities identified in Collaboration with LEAs/Schools	<p>Direct work with interns to increase reading fluency scores in grades K-2. Work with faculty and staff to strengthen positive discipline and reduce the number of Black male students referred for disciplinary action. Implementation of new curriculums in ELA and Math as mandated by the LEA. Strengthen Trauma Responsive programs.</p> <p>In addition, since COVID we have been working together to more intentionally and effectively incorporate Social and Emotional content/pedagogy/responses.</p>
Number of Participants	<p>FA20 – 1 Student Teacher, 1 GES teacher (virtual classroom)</p> <p>SP21 – 7 GC Interns, 1 Principal, 1 Math CF, 1- Assistant Principal</p>
Activities and/or Programs Implemented to Address Priorities	<p>All interns are assigned at least 3 students who are struggling to achieve their growth in reading fluency. The literacy professor and CT - monitor intern's students' progress and advise them. Work is progress-monitored using the programs GES and GS have adopted. Interns with their</p>

	<p>CTs make adjustments to interventions and responses based on their specific student’s needs and gifts.. (2) Raising awareness of Teacher “Unconscious Biases”: Professor, CT, Principal, and VP compare observations of teachers’ pedagogical practices and responses to student behavior. Interns and ST are challenged to recognize incidents of or patterns of biased behaviors on their own part and on the part of others on the team. Seminars are held to assess and respond to insights formed in this practice. Ethnographic, qualitative data is compiled. (3) Beginning in 2018, Guilford County instituted new standardized Math (Eureka) and ELA (K-2CKLA) In 2020-2021 CKLA was adopted in the 3rd grade. curriculums. ( As of 2021 CKLA will replace American Reading Curriculum in grades K – 6 in all GC schools.)We worked with the faculty and administration to roll out the new curriculums in our partner school. We continue to work to adapt the new curriculums and maintain integrity to the specific context of classrooms, grades, and school community. Candidates contributed to work sessions with their teams and professional consultants. (4) Since the advent of Covid our initiative to work/plan with our Partner to develop more “trauma responsive” strategies has been put in the forefront. Based on observations of the Clinical Supervisor and in discussion with the faculty/staff of the Partner, we continue to share knowledge and processes to support students’ ( and teachers’/staff) emotional and social health.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>This has been a difficult year in which to measure outcomes. In classrooms where students were meeting face-to-face, there were far fewer incidents of disruptive behaviors overall than there have been in previous years. We have yet to account for this phenomenon . However, all of our evidence is anecdotal and inconsistent due to nearly constant and often unpredictable</p>

	adjustments to all parameters and variables of school functions.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Grimsley High School
Start and End Dates	Continuing for over 13 years; 2008-2021/Continuing
Priorities identified in Collaboration with LEAs/Schools	<p>To continue with mentorship program that has been established, but was placed “on hold” during the current academic year due to the implementation of virtual teaching and a focus on teacher support in online teaching. This program will resume in the next academic year.</p> <p>To provide teacher support by GC students: Two GHS teachers supported and mentored two GC student teachers, who likewise provided technological support and assistance to the GHS teachers. (Guilford student teachers use the LMS that GCS teachers were learning, thus GC student teachers helped mentor their clinical supervisor.)</p>
Number of Participants	One GC faculty, two GHS clinical faculty, two GC student teachers.
Activities and/or Programs Implemented to Address Priorities	GC student teacher help regarding LMS (Canvas) support for GCS teachers.

<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Clinical educators were able to successfully learn and implement the new LM (Canvas), with the help of GC student teachers. Two GS student successfully completed student teaching.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Western Guilford High School (WGHS)</p>
<p>Start and End Dates</p>	<p>Continuing for the past seven years. 2014-2021 For this initiative, June 2020-June 2021.</p> <p>BT1/BT2 teacher support</p> <p>Support and mentorship of BT1 and BT2 teachers via a curriculum developed by GC faculty at a previous school. In conjunction with WGHS CF, this curriculum was adapted and modified to meet the needs of the BT1/BT2 teachers. This was the first year for this program at WGHS.</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>A. Provide assistance and support for .1 teachers with student interns and student teachers. GC faculty worked with WGHS administration to identify teachers who would host interns and, in turn, could identify WGHS students who needed extra support (via the GC Two WGHS teachers hosted .interns) .two GC student teachers, Fall 2020</p> <p>B. Additionally, one WGHS teacher mentored one GC intern in Spring 2021</p> <p>C. Two WGHS teachers supported and mentored two GC student teachers, who likewise provided technological support and assistance to the WGHS teachers. (Guilford student teachers use the LMS that GCS teachers were learning, thus GC student teachers helped mentor their clinical supervisor.)</p>

Number of Participants	A. For Student Teaching/Faculty support; Once GC faculty, 1 CF, 2 cooperating teachers, 2 student teachers (Fall2020); 1 faculty, 1 student intern (Spring 2021) 1For BT1/BT2 support: 1 GC faculty, 1 CF, BT1-BT2: -7-10, Fall 2020/Spring 2021.
Activities and/or Programs Implemented to Address Priorities	<p>A. Teachers who requested tutoring help .1 likewise supervised GC student interns: Two student teachers Fall 2020, one student intern, Spring 2021</p> <p>B. Continued planning was conducted to refine, a BT1 and BT2 support mechanism fo rWGHS, beginning Fall 2021.</p> <p>*Due to a turnover in the school CF position, GC faculty worked with the new CF to refine and establish their new BT1 and BT2 support curriculum.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Two student teachers completed their student teaching at WGHS, while also supporting and aiding the cooperating teachers in learning the new LMS adopted by the school in response to COVID.</p> <p>Additionally, approximately 10 BT1/BT2 teachers were provided support and mentoring via virtual classroom visits by both the school’s CF and GC faculty for the academic year 2020-2021.</p>

**II. CHARACTERISTICS OF STUDENTS**

**A. Number of Students Who Applied to the Educator Prep Program.**

Gender	Number
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Male	1
Female	9
Gender Neutral	0
Gender Not Provided	0
<b>Total</b>	<b>10</b>
<b>Race/Ethnicity</b>	<b>Number</b>
African-American	4
Am. Indian/ Alaskan Native	0
Asian	0
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	0
White	5
Two or More Races	0
Race Not Provided	0
<b>Total</b>	<b>10</b>

**B. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

Full-Time						
	Male		Female		Gender Neutral	
<b>Undergraduate</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	2	White	8	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0

	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	2	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**C. Program Completers and Licensed Completers (reported by EPP).**

Program Area	Bachelor Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
<b>PC - Completed program but has not applied for or is not able for a license.</b>						
<b>LC-completed program and applied for license.</b>						
Prekindergarten	0	0	0	0	0	0
Elementary	0	1	0	0	1	0
Middle Grades	0	0	0	0	0	0
Secondary	4	0	0	0	0	0
Special Subjects	0	0	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
<b>Total</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Comment(s):</b>						

**D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.**

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	5	5	100.00	5	100.00
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available \* - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

**E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.**

LEA	Number of Teachers
Guilford County Schools	149

Winston Salem / Forsyth County Schools	32
Alamance-Burlington Schools	26
Randolph County School System	23
Rockingham County Schools	22
Charlotte-Mecklenburg Schools	15
Wake County Schools	14
Davidson County Schools	10
Durham Public Schools	9
Chatham County Schools	7
Chapel Hill-Carrboro City Schools	7

**F. Quality of student teachers admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT Math	*
MEAN SAT Verbal	*
MEAN ACT Composite	*
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	N/A
MEAN CORE Reading	N/A
MEAN CORE Writing	N/A
MEAN CORE Math	*
MEAN GPA	3.34
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

**G. Scores of student teachers on professional and content area examinations.**

*Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.*

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Elementary (grades K-6)	4	*	6	100	6	100	6	100
2017	Social Studies (grades 9-12)					1	*	2	*
2017	Institution Summary	4	*	6	100	7	100	8	100
2018	Elementary (grades K-6)	3	*	5	60	5	80		
2018	English	2	*	2	*	2	*		
2018	Science (grades 9-12)			1	*	1	*		
2018	Social Studies (grades 9-12)	1	*	1	*	1	*		
2018	Institution Summary	6	66.67	9	66.67	9	88.89		
2019	Elementary (grades K-6)	1	*	4	*				
2019	English	1	*	2	*				
2019	Institution Summary	2	*	6	100				
2020	Elementary (grades K-6)	2	*						
2020	Science (grades 9-12)	1	*						
2020	Institution Summary	3	*						

**H. Teacher Education Faculty.**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
3	0	0

**I. Field Supervisors to Students Ratio (including both internship and residencies).**

Data Not Provided.
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**J. Teacher Effectiveness.**

Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a ‘beginning teacher’ as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of ‘Developing’ to ‘Distinguished’. Effective 2020-21, at the end of their third year beginning teachers must be rated ‘Proficient’ on Standards 1-5 on the most recent ‘Teacher Summary Rating Form’ in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at <a href="https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</a> .</p>							
- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.							
- Blank cells represent no data available.							
- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.							
<b>Standard One: Teachers Demonstrate Leadership</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	80.00%	20.00%	0.00%	5	0
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
<b>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>							

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	60.00%	40.00%	0.00%	5	0
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
<b>Standard Three: Teachers Know the Content They Teach</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	20.00%	80.00%	0.00%	0.00%	5	0
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<b>Standard Four: Teachers Facilitate Learning for Their Students</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	80.00%	20.00%	0.00%	5	0
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<b>Standard Five: Teachers Reflect on Their Practice</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	60.00%	40.00%	0.00%	5	0
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<b>Student Growth: Teachers Contribute to the Success of Students</b>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*w
Inst Level:	*	*	*	3	2
State Level:	13.49%	81.42%	5.09%	1,238	1,169

\* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.