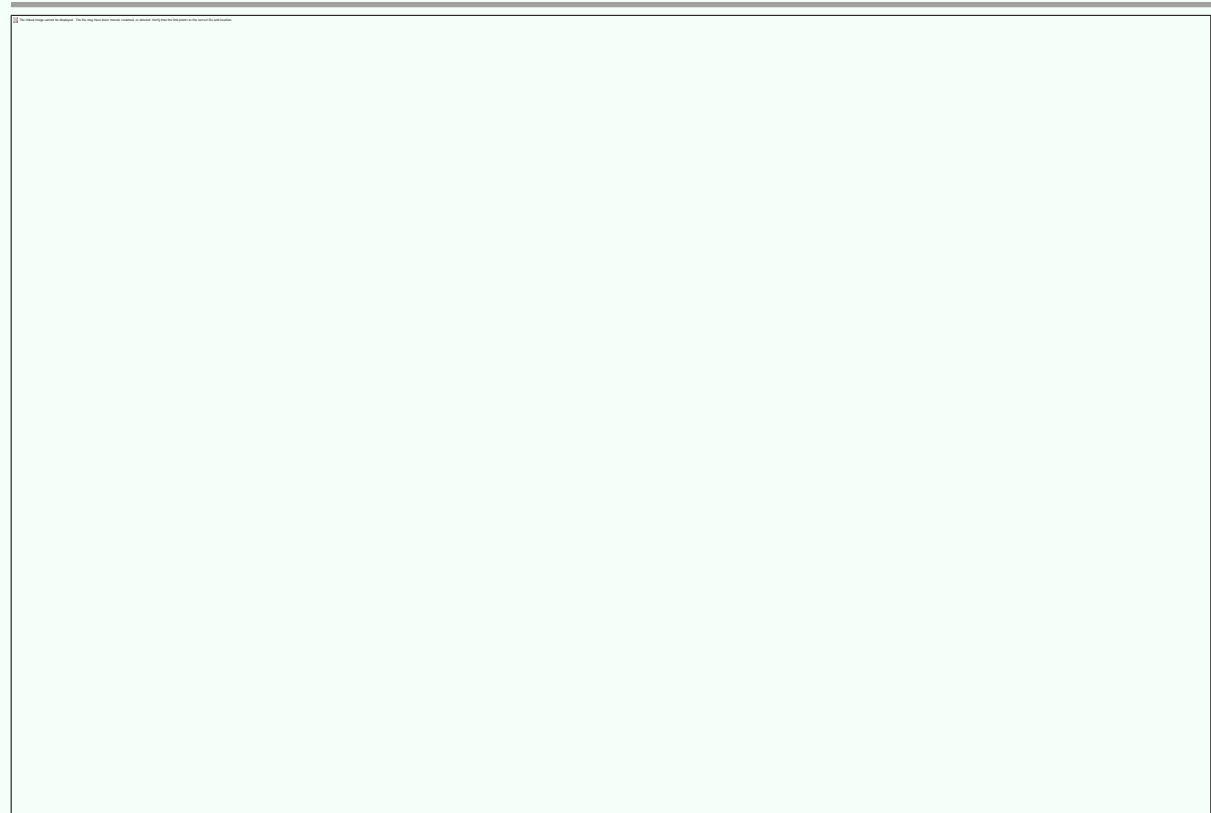


2019-2020

EPP Bachelor Performance Report

Greensboro College



Overview of 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. Greensboro College aspires to provide all students with a transformative, universally designed educational experience that positively affects their lives so they may realize their full potential. 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 1000 men and women. The College serves a diverse population from 30 states and 15 countries. More than 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 Educator Preparation 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 Educator Preparation Program faculty 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 Educator Preparation 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); English as a Second Language (K-12); Health/Physical Education (K-12); Art (K-12); Music (K-12); Theatre (K-12); and Secondary Education in English (9-12), Comprehensive Science Education (9-12); Mathematics (9-12), and Comprehensive 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), Special Education: General Curriculum (K-12) and Teaching English to Speakers of Other Languages (K-12).

Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislative 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.

The Greensboro College Educator Preparation Program is committed to cultivating “Reflective Practitioners” who value difference and seek to enhance the dignity of all students. Candidates in all licensure areas take SPE 2900, Diverse Populations and a corresponding fieldwork in a special education classroom setting. This course is a study of the various types of diversity present in a 21st century classroom and how that diversity affects student learning. Candidates develop knowledge of diverse abilities and cultures, understand their influences on all student learning, and differentiate instruction accordingly. The following topics are explored: English Language Learners; children in poverty; inviting, respectful, supportive, inclusive, and flexible environments; establishing partnerships with families; inclusion and other models of effective practice; the relationship of student behaviors to different cultural beliefs, learning styles, language preference, and socio-economic status; policies, process and procedures for providing special education services; the role of the regular classroom teacher in RTI; knowledge of IDEIA 2004 and the populations eligible for special education; and global awareness. Candidates seek solutions to overcome obstacles that prevent family and community involvement, with a focus on the development of cultural competence to support all families in a respectful, supportive manner. In addition to this course, differentiation, accommodation and modification are studied and applied in all specialty area pedagogy courses. In the practice edTPA planning, teaching and assessment tasks, candidates consider the learning needs of all students and in the commentaries, reflect on how they meet the planning, teaching and assessment needs of all learners. Teaching candidates to teach students with disabilities is a priority of the Greensboro College Educator Preparation Program.

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.

The Greensboro College Educator Preparation Program is committed to cultivating “Reflective Practitioners” who value difference and seek to enhance the dignity of all students. Candidates in all licensure areas take SPE 2900, Diverse Populations and a corresponding fieldwork in a low performing school rich in language diversity. This course is a study of the various types of diversity present in a 21st century classroom and how that diversity affects student learning. Candidates develop knowledge of diverse abilities and cultures, understand their influences on all student learning, and differentiate instruction accordingly. The following topics are explored: English Language Learners; children in poverty; inviting, respectful, supportive, inclusive, and flexible environments; establishing partnerships with families; inclusion and other models of

effective practice; the relationship of student behaviors to different cultural beliefs, learning styles, language preference, and socio-economic status; policies, process and procedures for providing special education services; the role of the regular classroom teacher in RTI; knowledge of IDEIA 2004 and the populations eligible for special education; and global awareness.

Candidates seek solutions to overcome obstacles that prevent family and community involvement, with a focus on the development of cultural competence to support all families in a respectful, supportive manner. In addition to this course, language, culture and second language learners are studied and applied in all specialty area pedagogy courses. In the practice edTPA planning, teaching and assessment tasks, candidates consider the learning needs of all students and in the commentaries, reflect on how they meet the planning, teaching and assessment needs of all learners including second language learners. Teaching candidates to teach students with language differences is a priority of the Greensboro College Educator Preparation Program.

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 university design for learning.

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 educator preparation 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 I. Most candidates take EDU 3100, Introduction to Planning, Technology and Assessment which introduces them 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 and digital student learning in the classroom. Candidates learn how to use discussion boards and virtual learning experiences to facilitate student learning. Faculty and candidates use white boards and document cameras in teaching and learning experiences in pedagogy and clinical courses.

Faculty participate in the Center for the Enhancement of Teaching and Learning (CETL) Faculty Learning Communities in which they have studied and applied best practices in 21st Century digital learning and principles of Universal Design for Learning. CETL workshops have been held on “flipping” the classroom, using Moodle to create instructional activities for students, and best practices for distance education. Faculty demonstrate and model effective uses of digital teaching and learning so that students engage in learning experiences that can then be utilized in their fieldwork and clinical courses. Faculty also implement principles of UDL in their instruction by modeling best practices that will be carried into fieldwork and clinical experiences by educator preparation candidates. On-line and hybrid courses are integrated throughout general education core and major courses. Through these courses candidates engage in discussion boards, submit of on-line assignments, prepare for daily classes and practice UDL

principles. Educator preparation candidates participate in and recognize the importance of digital teaching and UDL practices throughout their comprehensive experiences at Greensboro College.

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

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 educator preparation 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 I. Most candidates take EDU 3100, Introduction to Planning, Technology and Assessment which introduces them 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 and digital student learning in the classroom. Candidates learn how to use discussion boards and virtual learning experiences to facilitate student learning. Faculty and candidates use white boards and document cameras in teaching and learning experiences in pedagogy and clinical courses. Candidates utilize the principles imbedded in the edTPA tasks to analyze P-12 student learning, provide feedback and to improve student learning outcomes. Most candidates also take EDU 3355, Educational Assessment, which provides candidates with a basic understanding of the purpose, use, interpretations, and evaluation of educational assessments. Emphasis is placed on classroom assessments for students with and without exceptional learning needs, including curriculum-based measures, progress monitoring, evaluating student products and projects, and developing valid and reliable instruments. Interpretation of individual and group assessment information, communication of findings, and use of results for planning is a course focus. Candidates also utilize the structure of the edTPA assessment task to understand and analyze student learning patterns in order to enhance student learning outcomes.

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

The Greensboro College educator preparation 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 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.

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

The Greensboro College Educator Preparation Program faculty engage in continuous program and student assessment. Each specialty area submits annual program assessment reports as a part of the College's SACS continuing assessment cycle using student outcome performance linked to the College's five general learning outcomes: reading, writing, speaking, reasoning and thinking critically. In Educator Preparation, on-going student competence is also evaluated through clinical course assessments and evidence assessments in pedagogy and student teaching/clinical practicum courses linked to the North Carolina Professional Teaching and Specialty Area Standards. The Educator Preparation Program Assessment System also requires the annual distribution and analysis of satisfaction surveys of current candidates, graduates, supervising faculty, cooperating teachers and employers. This information is used to guide program practices and curriculum revision. The educator preparation faculty oversee all aspects of the program. They make decisions about candidate admission, curriculum, and assessment. Programs are reviewed annually and findings are used to make program improvements. The Teacher Education Committee meets monthly throughout the academic year and each meeting provides the opportunity for formative and summative evaluation. At Greensboro College, self-study is continuous and on-going. The Program's conceptual framework, Teachers as Reflective Practitioners, requires that the reflective teaching cycle be applied to all functions of the program. This amounts to the principles of self-study being embedded in all practices of the program.

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

All Greensboro College licensure seeking candidates engage in a sequentially designed set of full semester field experiences beginning no later than the first semester of the junior year. All fieldwork experiences are linked to identified professional studies and content major courses and include early, intermediate and advanced candidate engagement. All candidates complete a minimum of four fieldwork placements and minimum of 150 hours of contact experience prior to student teaching. This results in all candidates being enrolled courses linked to field experiences each semester prior to student teaching as they complete their major and professional studies requirements. All candidates are placed in at least one and typically more than one low performing school prior to and including student teaching. One early field experience, requiring a minimum of 25 contact hours, is in a low performing school setting where candidates observe and assist the classroom teacher. A second early field experience is in an exceptional child setting in a special education classroom. Candidates in early fieldwork settings reflect on the context for learning by analyzing school, classroom and student demographics and by conducting a teacher interview and completing a dispositions self-assessment. Intermediate field experience requires a minimum of 25 contact hours in a setting matching the candidate's licensure area where the candidate begins to plan and implement learning experiences/lesson plans and learning segments/units. All licensure areas require two advanced level field experiences where candidates complete a minimum of 50 contact hours in each placement.

During advanced field experience, candidates co-plan and co-teach at least one lesson with the clinical educator, candidates plan and teach at least one videotaped lesson and candidates plan and teach at least one lesson that is directly observed by the college supervisor. Candidates reflect on their teaching using a reflection rubric and also design a professional development plan that is used during student teaching. In addition to feedback on three lessons, advanced field experience candidates are formally assessed at the mid-term and end of the semester. Additionally, one of the advanced field experiences occurs in the school and with the clinical educator who will supervise the candidate's student teaching the following semester. During this final advanced fieldwork candidates conduct a “practice edTPA” and are provided with feedback on the degree to which their planning, teaching and assessment reflect the best practices embedded in edTPA. This two-semester structure of advanced field experience followed by student teaching in a continuous setting provides candidates with opportunities to develop deeper engagement with P-12 students which is needed for candidates to grow in their knowledge, skills and dispositions.

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

All candidates will have a beginning of the school year experience in the fall connected to either the advanced 50-hour field experience placement or the actual student teaching. Candidates are asked to attend teacher work days, in-service workshops, and orientation meetings that precede P-12 students' arrival. Candidates are then asked to be in the classroom as P-12 students begin the school year. The structure of this experience provides opportunities for candidates to observe and assist teachers in instructional planning, classroom set-up, and management system design. End of the school year experiences are more problematic given that the College's semester ends in May and the P-12 public school year typically does not end until the middle of June. However all candidates teaching in settings where the block schedule is used, do have the opportunity to observe and participate in the ending of a P-12 school course and semester.

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	All LEAs and Schools with whom Greensboro College has Partnership and MOUs: Guilford, Randolph, Alamance, Rockingham, Davidson, Caswell Counties
Start and End Dates	July 1, 2019 to present
Priorities Identified in Collaboration with LEAs/Schools	To provide on going professional development, pipeline for teachers, fieldwork and student teaching candidates.
Number of Participants	All students currently enrolled in the program and all LEA members.

Activities and/or Programs Implemented to Address the Priorities	Professional development Support during COVID-19 Collaborative planning to provide resources
Summary of the Outcome of the Activities and/or Programs	During these uncertain times, the collaboration between the LEAs and Greensboro College has been strengthened.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	All LEAs and Schools with whom Greensboro College has Partnership and MOUs: Guilford, Randolph, Alamance, Rockingham, Davidson, Caswell Counties
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Provide new teachers Provide authentic clinical placements Provide two-way professional development
Number of Participants	All Greensboro College teacher education faculty, candidates and LEA partners.
Activities and/or Programs Implemented to Address the Priorities	On-going professional development HR directors presenting to candidates: interview preparation, application process, and beginning teacher support COVID-19 resource support
Summary of the Outcome of the Activities and/or Programs	Strengthened partnership collaboration through COVID-19 problem solving and future planning for remote instruction
LEAs/Schools with whom the institution Has Formal Collaborative Plans	The Arts Based School (Charter School WSFCS)
Start and End Dates	February 3rd, 10th and 17th 2020
Priorities Identified in Collaboration with LEAs/Schools	Seeking to improve arts integration best practices
Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	First hand knowledge of arts integration instructional methods provided to GC students who are interning or already in classrooms. Students have these educators as mentors and experts in the field.
Summary of the Outcome of the Activities and/or Programs	Students were able to have takeaways of unit/lesson ideas to implement in their classrooms. Students were given the opportunity to use their understanding in an arts-integrated curriculum unit.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	December 2, 2019
Priorities Identified in Collaboration with LEAs/Schools	Activities presentd by Sherry Rogowski sought to address behavioral management practices, utilizing PBIS and MTSS frameworks.
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Provided GC preservice teachers with PBIS and MTSS related resources.
Summary of the Outcome of the Activities and/or Programs	MTSS Behavior (PBIS) State model MTSS Behavior - what it looks like at the school level MTSS Behavior - what it looks like at the classroom level Preservice teachers were guided through and successfully completed activities
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Guilford County School District
Start and End Dates	March 6, 2020
Priorities Identified in Collaboration with LEAs/Schools	Alamance Elementary School Career Fair to introduce third through fifth grade students to various degrees and careeer paths offered at Greensboro College.
Number of Participants	100+
Activities and/or Programs Implemented to Address the Priorities	Information sharing and engagement
Summary of the Outcome of the Activities and/or Programs	Staff, faculty, and students were appreciative. Everyone was presented with Greensboro College Pride memorabilia.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Session at the NCCTM State Conference
Start and End Dates	November 7, 2019
Priorities Identified in Collaboration with LEAs/Schools	To provide middle and high school teachers with activities that relate to teaching math standards involving transformations
Number of Participants	12

Activities and/or Programs Implemented to Address the Priorities	Hands-on manipulatives and instructional strategies.
Summary of the Outcome of the Activities and/or Programs	Teachers enjoyed the activities that they could use in their classrooms.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Session at the NCCTM State Conference
Start and End Dates	November 7, 2019
Priorities Identified in Collaboration with LEAs/Schools	To provide high school teachers with ways to integrate financial literacy concepts into their lessons at the same time teaching the required mathematical standards
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	Teachers learned strategies, time management techniques and content to align with the core standards and integrate into the lesson plans.
Summary of the Outcome of the Activities and/or Programs	Teachers were able to expand on the ideas presented and shared with the other teachers.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Session at the NCCTM State Conference
Start and End Dates	November 8, 2020
Priorities Identified in Collaboration with LEAs/Schools	To provide high school math teachers with information related to standardized testing/ACT
Number of Participants	38
Activities and/or Programs Implemented to Address the Priorities	Teachers learned about structural changes to ACT and the strategies they could
Summary of the Outcome of the Activities and/or Programs	Teachers appreciated information about the changes in the ACT and strategies to assist their students' performance.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
--------	--------

Male	15
Female	82
Gender Neutral	0
Gender not Provided	0
Total	97
Race/Ethnicity	Number
Asian	2
African-American	36
Am. Indian/Alaskan Native	0
Hispanic/Latino	6
Native Hawaiian/Pacific Islander	0
White	38
Two or More Races	5
Race/Ethnicity Not Provided	10
Total	97

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

Full-Time					
	Male		Female		Gender Neutral
Undergraduate	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	6	White	16	White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided
	Total	8	Total	22	Total
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin

	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	2	Total	2	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	1	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	

	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	18	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino	1	Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	7	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	3	Total	26	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	5	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	11	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten				6		
Elementary		2		1		

Middle Grades				2		
Secondary		1		1		
Special Subjects		7				
Exceptional Children				3		1
Vocational Ed						
Special Services						
Total	0	10	0	13	0	1
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Greensboro College	23	96	74
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Guilford County Schools	244
Rockingham County Schools	88
Alamance-Burlington Schools	41
Winston Salem / Forsyth County Schools	39
Randolph County School System	29
Wake County Schools	23
Davidson County Schools	17
Charlotte-Mecklenburg Schools	12
Iredell-Statesville Schools	8
Asheboro City Schools	8

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	496.77
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	N/A
MEAN GPA	3.66
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Elementary (grades K-6)	1	*	1	*	1	*	1	*
2016	Health and Physical Ed	7	100	7	100	7	100	7	100
2016	M.G. Language Arts	1	*	1	*	1	*	1	*
2016	M.G. Math	1	*	1	*	1	*	1	*
2016	M.G. Social Studies	1	*	1	*	1	*	1	*
2016	Science (grades 9-12)	2	*	2	*	2	*	2	*
2016	Institution Summary	13	100	13	100	13	100	13	100

2017	Elementary (grades K-6)	5	100	5	100	5	100		
2017	English	1	*	1	*	1	*		
2017	Health and Physical Ed	1	*	1	*	1	*		
2017	M.G. Science	1	*	1	*	1	*		
2017	M.G. Social Studies	1	*	1	*	1	*		
2017	Math (grades 9- 12)	1	*	1	*	1	*		
2017	Spec Ed: Adapted Curriculum	2	*	2	*	2	*		
2017	Institution Summary	12	100	12	100	12	100		
2018	Elementary (grades K-6)	2	*	2	*				
2018	Health and Physical Ed	1	*	1	*				
2018	M.G. Math	1	*	1	*				
2018	Music	2	*	2	*				
2018	Science (grades 9- 12)	2	*	2	*				
2018	Spec Ed: Adapted Curriculum	5	100	5	100				
2018	Spec Ed: General Curriculum	1	*	1	*				
2018	Institution Summary	14	100	14	100				
2019	Elementary (grades K-6)	4	*						
2019	English	1	*						
2019	Health and Physical Ed	3	*						

2019	M.G. Social Studies	1	*						
2019	Math (grades 9-12)	1	*						
2019	Music	1	*						
2019	Science (grades 9-12)	1	*						
2019	Social Studies (grades 9-12)	3	*						
2019	Spec Ed: Adapted Curriculum	5	100						
2019	Institution Summary	20	100						
* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	4	3	2	0	0	0
U Licensure Only	1	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	12	0	0	0	0	1

Residency	0	1	0	0	0	0
Comment or Explanation:						

I. 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	3	6

J. Field Supervisors to Students Ratio (include both internships and residencies).

10.46

K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year 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 2010-2011, 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. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</p>
Due to Covid-19 data for this section was unable to be collected.