

IHE Bachelor Performance Report

Greensboro College

2013 - 2014

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Guilford County Schools: Jackson Middle School	Improving student literacy.	. GC students provided literacy tutoring for selected 7th graders; Literacy facilitator at Jackson provided background data about the students, copies of content area texts and suggested tutoring activities; middle school students	. Sept, 2013 – Dec., 2013	24 (10 GC students, 12 Jackson Middle students, Literacy facilitator and professor).	Middle school students showed consistently good engagement with the tutors; Summary reports by tutors showed some gains in reading and writing skills and increased motivation and engagement.

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
		visited GC for a day, attended classes with tutors, visited historical museum, art gallery, library, student center and cafeteria; college students provided summary of tutoring activities for the Literacy Facilitator.			
Guilford County Schools: Jefferson Elementary School	Elementary Education Program coordinator designed and implemented Science Night	1 faculty member organized Science Night, arranged for volunteers, and coordinated discovery centers	April 8, 2014	60 students, 12 college students, 1 faculty member, 2 school administrators, 5 teachers	The elementary students engaged in science discovery and demonstrated enthusiasm and curiosity
WSFCS: Lewisville Elementary	Professional Development sessions for Close Reading and Literature Circles	1 faculty member provided 4 after school training sessions for fifth grade teachers to aid in the effective use	January 2014	1 faculty member, 5 fifth grade teachers	Emails from teachers stated that the sessions helped them “step outside of the box,” “do things in a different way,” and

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
		of Close Reading and Literature Circles			“improve instruction and programs” in the fifth grade.
WSFCS: Lewisville Elementary	Listener Program	1 faculty member met weekly with a student for encouragement And motivation and to tutor the student for reading.	September 2013 to June 2014	1 faculty member, 1 student	Based upon reading assessments administered by the faculty member, the student made gains in sight vocabulary, use of decoding strategies, and reading comprehension. Classroom teacher also noted significant improvement in daily classroom performance.
WSFCS: Ashley Elementary	Literacy tutor training	1 faculty member provided weekly, evening training sessions for tutoring volunteers at the school. The tutors worked with	February 2014 to March 2014	1 faculty member, 1 Tutor Program coordinator, 10 tutors.	Tutors were actively engaged in the sessions (taking notes and asking many good questions). Follow up sessions were planned based upon needs of

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
		1 st through 5 th graders at Ashley Elementary. The training focused upon strategies for improving student literacy.			the students as expressed by the tutors. Emails from participants stated that the training provided “great strategies” for working with the students.
Guilford County Schools: Guilford Elementary	Reading Buddies Program for tutoring in reading	4 college students, with coaching from 1 faculty member, tutored 4 fourth grade students weekly for reading comprehension and fluency.	January 2014 to April 2014	8 (4 college students and 4 fourth graders)	Based upon assessments administered by the college students and upon reflective essays about the tutoring experience written by the college students, the fourth graders made minimal gains in reading (attributed to time of day for tutoring – lunch time) but made great gains in motivation and participation.
Weaver Academy for	North Carolina Essential Standards A.ML.1;Apply	Music faculty member	May 6, 2014	Approximately 25	Students were exposed to a

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
the Fine and Performing Arts	the elements of music and musical techniques in order to sing and play music with accuracy and expression; Clarifying Objectives; A, ML.1.2. Use advanced technical and interpretive skills to sing or play difficult literature which requires the ability to perform music with complex rhythms and meters, attention to phrasing and interpretation and subtle dynamic changes; A.ML.1.3. Exemplify independence and collaboration as a musician. (Collaborative objective – Expose public school music students to jazz performance techniques and perform with a professional musician.)	performed for and with music students at a concert at the Carolina Theatre.		students performing, approximately 100 students and 100 parents in the audience.	professional's jazz techniques and performed with him.
Young Professionals Symposium, an initiative sponsored by North Carolina Music Educators Association to expose public high school seniors who	(Expose future music education majors to typical activities of the first year music education major including conducting an ensemble.)	Among many activities a music faculty member prepared his Chamber Ensemble to serve as the conducting practice ensemble for the high school young professionals	November 8, 2013	16 public school students	Students were given the opportunity to conduct a strong choral ensemble and receive helpful comments from a professional choral director.

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
plan to become music education majors.		and he offered suggestions to the students conducting.			
North Carolina Public Schools MPA (Music Performance Assessment) for eastern part of the state.	North Carolina Essential Standards in Music: A.ML.1.-Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression; A.ML.2- Interpret sound and symbol systems of music (Public school ensembles perform before adjudicators for assessment of criteria related to the Essential Standards.)	Music faculty member served as an adjudicator for North Carolina high school ensemble MPA (Musical Performance Assessment) for eastern part of the state in Morehead City.	March 8, 2014	Hundreds of students	School ensembles received their assessments with suggestions for improvement.
Northwood High School	Essential Standards A.ML.1 and A.ML.2; A.ML.1 – Understand the interacting elements to respond to music and music performances; A.MR.1.1. Execute the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs and phrasing, to elicit expressive singing or playing. (Collaboration-Director of Bands worked with Northwood H.S. marching band in clinic to improve musicality	The priority of improving musicality and marching maneuvers was met with a clinic held by the Greensboro College band director	September 2013	Approximately 75 students	The clinic was successful and the director was invited to work with the Jazz Ensemble.

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
	and marching maneuvers.)				
Northwood High School	Essential Standards A.ML.1 and A.ML.2 (Collaboration Director of Bands requested to assist with teaching musicality and varying styles of jazz interpretation to the Northwood H.S. Jazz Ensemble.)	The director of bands worked with the ensemble to refine musicality and understand the differences in varying jazz styles.	October, 2013	Approximately 25 students.	The ensemble concert demonstrated what the students had learned.
Western Guilford High School	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR.1.1. (Public school marching bands are assessed by adjudicators on criteria related to Essential Standards.)	Greensboro College Band Director adjudicated for the Western Guilford High School marching band festival.	October, 2013	Adjudicated 15 bands	The bands received assessments and suggestions for improvement.
Northwest Guilford High School	Essential Standards A.ML.1 and A.ML.2 (Collaboration-band director requested to assist with teaching musicality and varying styles of jazz interpretation to the Northwest H.S. jazz ensemble.	Greensboro College band director held a jazz clinic for the Northwest High school jazz ensemble.	October, 2013	Approximately 22 students	Northwest Guilford is developing a premier performing jazz ensemble with superior ratings and such clinics assist with that musical development.
Guilford County Schools	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR.1.1, and	Guilford County High School Band	November 2013	6 bands	The concert and clinic were well

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
	A.MR.1.4-Evaluate music performances, including one's own, by comparing them to exemplary models. (Collaboration – a concert for high school jazz ensembles by the Greensboro College Jazz faculty.)	Invitational			received by the students and band directors and the jazz faculty was invited by attending schools to work with the groups later in the year.
East Rowan High School	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	Greensboro College Jazz Ensemble performed for the East Rowan High School Band and Jazz Band and held a short clinic following the concert.	December 2013	Approx. 85 students	The concert was a success and students asked many questions after the concert showing their enthusiasm.
North Davidson High School	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	Greensboro College Jazz Ensemble performed for the North Davidson High School Band and Jazz Band.	December 2013	Approx. 100 students	The concert was a success and students asked many questions after the concert showing their enthusiasm.
Southwest Guilford High School	Essential Standards A.ML.1 and A.ML.2. (Collaboration assists with teaching musicality and the varying styles of	A jazz clinic was given by the Greensboro College Band	January, 2014	Approx. 20 students	The students were reading (performing) their jazz literature

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
	jazz interpretation to the Southwest Guilford High School Jazz Ensemble.	Director for the Southwest Jazz Band.			being studied at an acceptable level.
Band Directors of North Carolina Western Region	Essential Standards A.ML.1 and A.ML.2; A.MR. 1; A.MR.1.1. and A.MR.1.4. (Inspire the exemplary students chosen to play in the NC Western Region All-State Jazz Ensemble to play at even higher levels of performance and interpretation of varying jazz styles.)	The Greensboro College Band Director was chosen by the band directors of the North Carolina Western Region to be guest clinician for the All-State Jazz Ensemble. He also gave a jazz clinic.	February 2014	21 high school bands	Bands received assess as well as comments and suggestions
North Carolina Central District East Band Directors	North Carolina Essential Standards in Music: A.ML.1.-Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression; A.ML.2- Interpret sound and symbol systems of music (Public school ensembles perform before adjudicators for assessment of criteria related to the Essential Standards.)	The Greensboro College Band Director was chosen by NC Central District East Band Directors to adjudicate for the MPA (Musical Performance Assessment) at Franklinton High School.	March 2014	40 High School Bands	Bands received assessment, comments and suggestions.
Morehead High School,	Essential Standards A.ML.1 and A.ML.2;	Band Directors	April 2014	3 High School	Students were exposed to

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
McMichael High School, and Northwest High School Band Programs.	A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	invited the Greensboro College Band director to work with their concert bands and jazz bands		bands and 3 high school jazz ensembles.	advanced techniques of playing and varying techniques of jazz styles.
Weaver Academy of Fine and Performing Arts	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	Greensboro College Jazz Ensemble performed for music students at Weaver Academy	April 2014	Approx. 150 students	Students were inspired by the concert and asked many questions at the end of the concert.
Northwest Guilford High School	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	The Greensboro College Band Director performed trumpet soloist with the concert band	May 2014	2 band ensembles and 1 jazz ensemble and parents	The concert was successful and students appreciated the professional performance.
Weaver Academy for the Fine and Performing Arts.	Essential Standards A.ML.1 and A.ML.2; A.MR.1; A.MR. 1.1 and A.MR.1.4, (Inspire the students in ensembles to perfect their skills to play band literature and jazz music at a higher level and interpret varying jazz styles.)	The Music Department invited Weaver music students to a mini concert and clinic presented by Full Spectrum the Air Force	February 5, 2014	Approx. 75 students	The concert was successful and students asked questions during the clinic.

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
		Rock/Jazz Ensemble			
Guilford County Schools, Rockingham County Schools, Thomasville City Schools, Davidson County Schools, Rockingham Community College, Davidson Community College, and Alamance Community College	Establishment of a Greensboro College Advisory Board	Teacher education faculty served as table facilitators to solicit conversation about: how GC can serve their needs, what were their greatest challenges, whether or not GC is preparing teachers appropriately, and what are the greatest needs of beginning teachers. Participants completed an interest inventory.	March 6, 2014	34	Established the Advisory Board: Identified individuals interested in working in the following areas: Assessment, NBC, global education, diversity, partnerships, community college transfer partnerships, fieldwork and clinical experiences, dispositions, technology, legislation, family-community partnerships, guest lecturing and serving on the Teacher Education Committee

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

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

b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

The general education core requirements at Greensboro College include English courses that focus on the processes of critical inquiry and communication and Mathematics courses that address the development of mathematical ideas, quantitative reasoning and problem solving skills. These foundational concepts are further developed through the curriculum designed for elementary and special education candidates. The elementary and special education curriculum has been designed to prepare candidates to have the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with SBE expectations. Elementary and Special Education candidates take courses in reading and mathematics that address the knowledge and skills needed by 21st century practitioners. EDU 2770, Literacy Foundations, provides the framework for understanding the development of language and literacy in children focusing on the development of a foundation in literacy for preparation of learning evidence-based instructional strategies. ELE 3780, Reading Methods and Assessment, follows EDU 2770 and is required for both elementary and special education candidates. This course focuses on evidence-

based strategies for teaching literacy and the assessment of literacy skills. Both of these courses include a fieldwork component in which candidates observe and apply strategies for teaching and assessing literacy. ELE 3790, Mathematics Methods and Assessment, is also required for both elementary and special education candidates. In this course candidates develop the knowledge and skills needed to effectively teach mathematics concepts through a developmentally constructed curriculum that focuses on essential concepts utilizing concrete materials and exploratory activities. ELE 3790 is also accompanied by a field component in which candidates observe, plan, implement and assess appropriate mathematics instruction.

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

All Greensboro College teacher education candidates are introduced to the structures of assessment in EDU 3100, Introduction to Technology, Planning and Assessment. In this course candidates learn to analyze student performance data to improve effectiveness of planning and instruction and to use technology in formative assessment. Application of assessment is further reinforced for all teacher education licensure candidates in their specialty area pedagogy courses. Elementary teacher licensure candidates also take a specialized course in assessment, SPE 3555, Educational Assessment, which emphasizes the foundations, utilization and application of formative and summative assessment. In this course emphasis is placed on classroom assessment for students with and without exceptional learning needs, including curriculum-based measures, progress monitoring, evaluating student products and projects, and developing valid and reliable assessment instruments. Interpretation of individual and group assessment information, communication of findings, and use of results for planning is central to the learning outcomes of this course. All candidates complete an “impact on student learning” evidence artifact during student teaching in which candidates design and implement an impact study. During fieldwork experiences and student teaching, candidates are encouraged to use Power School and to understand EVAAS. Through SAS, Greensboro College is exploring the opportunity to utilize demonstration modules in order for candidates to become familiar with and understand the EVAAS system prior to working in the schools. The director of teacher education is engaging in discussions with the Mathematics Department to have the MAT 2360, Statistics, course fulfill the College’s general education math requirement for teacher education candidates.

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

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	43
	Other		Other	
	Total	19	Total	48
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	9
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	6
	Other		Other	1
	Total	1	Total	17
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	13
	Other		Other	
	Total	5	Total	24

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	1	1
Elementary (K-6)	4	4
Middle Grades (6-9)	2	2
Secondary (9-12)	2	2
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)		
Total	10	10
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CORE-Combined	*
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.62
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license				
Prekindergarten (B-K)		2		20
Elementary (K-6)		15		4
Middle Grades (6-9)		1		4
Secondary (9-12)		1		
Special Subject Areas (K-12)		4		1
Exceptional Children (K-12)		4		3
Vocational Education (7-12)				
Special Service Personnel				
Total		27		32
Comment or Explanation:				

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

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	21	100
English	1	*
MG-Math	1	*
Social Studies	1	*
Spanish	1	*
Spec Ed: Adapted Curriculum	2	*
Spec Ed: General Curriculum	1	*
Institution Summary	28	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	14	9	3		1	
U Licensure Only	10				1	
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	16	2			2	1
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	42	93	62
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC
in 2013-2014.**

LEA	Number of Teachers
Guilford Co Schs	236
Rockingham Co Schs	72
Winston-Salem/Forsyth Schs	41
Alamance-Burlington Schs	36
Randolph Co Schs	34
Wake Co Schs	20
Davidson Co Schs	17
Chatham Co Schs	11
Charlotte-Mecklenburg Schs	10
Asheboro City Schs	9

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	8	17