

# **IHE Bachelor Performance Report**

## **Guilford College**

**2013 - 2014**

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### **Overview of the Institution**

Guilford College, a small, liberal arts-centered institution, seeks to provide an excellent, transformative, liberal arts education. The institution and its members model values, behaviors, and attitudes that develop critical thinking for social change based on the Quaker principles of integrity, peace, equality, and simplicity in a strong, inclusive learning community. Toward that end, the college focuses on student-centered instruction, the development of global/multicultural perspectives that honor the natural environment, and service-learning opportunities that forge a connection between thought and action for all students. There is a special emphasis on “Principled Problem Solving” (PPS) wherein Guilford students are challenged to solve real-world problems through the application of the college’s core values: community, diversity, equality, excellence, integrity, justice and stewardship, under the direction of College Faculty. Student engagement in PPS contributes to practical, active involvement by developing innovative solutions to existing and emerging problems at the community, state, national, and global levels. Guilford’s Quality Enhancement Program (QEP) writing initiative supports PPS goals enhancing students’ ability to employ program-specific writing as a mode of critical inquiry and communication. In November 2012, Guilford College adopted new General Education Student Learning Outcomes which focus on writing, speaking, critical thinking, and service learning. During the 2013-2014 academic year the implementation and assessment of these outcomes was initiated.

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

### **Special Characteristics**

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

College's teacher candidates. The primary goal of the teacher education program is to develop educators who are grounded in the liberal arts; are self-confident, inquisitive, reflective, and thoughtful in their practice; are analytical and mindful of context and how it impacts/influences learning; and possess the ability to base educational decisions on the needs of each student whom they teach. Students are encouraged to be critical, *to question*, as they enter into the field of education. Continuous authentic assessment is a key component of knowing and understanding personal and professional growth; reflective practices facilitate this assessment. Candidates are continuously challenged to examine themselves as teacher/learner/leaders (TLL) via self-reflection and analysis. The Education Studies Program has been cited, in the past, by National accreditors for having exemplary practice in the integration of cultural diversity and authentic assessment into its curriculum.

## Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<b>Guilford Elementary School</b> Guilford Elementary (preK-5) officially opened in August 2007. The first few years have been	(Adapted from Guilford Elementary School Improvement Plan) A.1. All students will show growth in reading and math, meeting and/or exceeding local and state expectations.	Initiatives to address School Improvement Plan goals)  A.1. Interns and student teachers created and taught reading and math lessons based on these criteria.	August 2013 - May 2014	Administration (principal, curriculum facilitator, and principal intern), and majority of faculty, > 40.	Addressing School Improvement Plan goals)  A.1. & 2. GE teachers noted the success of intern and student teacher

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<p>challenging for the staff in preparing students for performance on EOGs to successfully meet their AYP goals. GES met their AYP in the 2008-2009 school year, but have not since that date. ES had formal collaborative plans with Guilford Elementary School to help better prepare students for EOG tests during the each year.</p>	<p>A.2. Efforts will be made to analyze disaggregated data to work towards closing the gap between high at-risk and successful students.</p>	<p>A.2. a. GE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the contents in reading and math plans reflected the criteria for differentiating instruction to address the needs of all students.</p> <p>A. 2. b. Student teachers developed units (Candidate – Evidence 3) to meet the criteria and promote student growth in reading or math.</p> <p>A.2. c. Student teachers analyzed student growth and made recommendations for improvement, reporting the results of interventions implemented in a research paper. (Candidate – Evidence 5).</p>	<p>August 2013 – May 2014</p>		<p>lesson development and implementation, assuring that reading and plans reflected the criteria for reading and math instruction. The lesson plan format used by the student teachers that incorporated many of the elements from the new State standards was also used by all teachers in the building.</p> <p>A.2.c. - Student teacher impact papers showed growth (recorded on separate data charts included in each</p>

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		A.2.d. Interns worked with the curriculum facilitator to design and implement a tutoring program to promote student growth in targeted areas. (Candidate – Evidence 6)			<p>evidence appendix) in reading where the criteria were addressed and research based practices were implemented . -</p> <p>Benchmark and EOG data showed marked improvement in the area of reading and math for students with whom interns and student teachers worked.</p> <p>A.2.d. 100% of the students who were involved in the tutoring programs led by Guilford College Interns showed growth in their reading</p>

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	<p>Priority Goal #3 "By June 2014, all GES teachers will integrate more than one service learning opportunity into content lessons . .</p> <p>"Action steps [...] Teachers and students will brainstorm service learning ideas and identify service needs in the community. Teachers and students will</p>	<p>Goal 3: Interns created, distributed and analyzed results of a survey concerning Goal 3. They made recommendations for sustaining and improving efforts in Service Learning.</p>	<p>February 2014 – May 2014</p>		<p>scores. Recommendations were made to the school to improve implementation so that student could be tutored in a manner that integrated other subjects and did not cause them to be pulled from classes as frequently.</p> <p>Meetings among stakeholders established reasonable and meaningful expectations.</p> <p>Instruction in service learning models were conducted.</p> <p>Recommendations were made to better</p>

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	<p>identify available resources to effectively carry out service learning projects. Grade level collaboration will regularly occur for continues service learning implementation. As projects are completed sharing results and effectiveness will occur during Professional Learning Communities, staff meetings, or district meetings” (Guilford County Schools, n.d.)</p>				implement and coordinate plans for next year.
<p><b>Northern Guilford Middle School</b> Northern Guilford Middle boasts an ethnically, socially, academically, and economically diverse student population Achievement</p>	<p>(Specific school initiatives) To continue to explore communication with a “seasoned” educator to provide insights for the school’s School Improvement Team.</p>	<p>(Initiatives to address school goals) 1. One ES faculty member has been elected to membership on Northern Middle School Leadership team to help facilitate conversation between school and College.</p>	<p>Leadership team membership by ES faculty.</p>	<p>School Improvement team: Four administrators, 7 faculty, 2-3 parent volunteers. Future SIP initiatives: Continue to explore how faculty can aid with</p>	<p>(Addressing School Improvement Plan goals) 1. Faculty membership on school leadership team, for the third consecutive year.</p>

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for all subgroups must be raised. As student growth at Northern continues, the school is confronted with changing demographics from one year to the next.				specific SIP initiatives as necessary.	
<b>Grimsley High School</b> Grimsley High School is a school of progress with high growth, but one of changing diversity and increased problems with discipline issues. Disaggregated data indicates an increase in low performance among certain groups of students. Collaboration with Grimsley High School is focused in the	(Specific Initiatives)  Continue to facilitate communication and partnership between Grimsley HS and Guilford College and to and to provide GHS faculty with professional development opportunities in teaching on the college level.	(Initiatives to address school goal) with both College students and staff.  Continued communication and partnership between GHS faculty and GC faculty. Two meetings were established (one before semester) and one at end) to identify strengths and next steps of our partnership. Relationship.	Aug. 2010-present: ongoing (re. partnership s).	Administrators and two content-specific teachers, one in English, the other in SS/History.	(Addressing the school goals)  GC Faculty and GHS faculty met and augmented a course taught to GC students wherein both GHS faculty team-taught several classes in the GC EDU 313 clinical internship class. Additionally, GC and GHS faculty are collecting long-term

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English and Social Studies departments around work with student teachers, and the improvement and examination of character development initiatives.					data examining the effectiveness of the GC-GHS clinical partnership as it pertains to teacher preparation. A presentation to NC-ACTE in Sept. 2014 will highlight the results found.
<b>Western Guilford High School</b> Western Guilford High School is an urban school located approximately five miles from Guilford College. WGHS serves a diverse student body, many who are ESOL.	Continued collaboration with faculty in the preparation of GC secondary education majors and to provide WGHS faculty with professional development opportunities in teaching on the college level.	A WGHS faculty member TA'd (was a teacher assistant) in the EDU 420 (Secondary Seminar) for the Fall 2013 semester	Fall 2013-	One WGHS faculty—English and SS teacher	The EDU 420 course was improved with the participation of an active, in-service teacher. Several classes were held on-site at the HS, thus providing the GC students with more practice experiences.  Two students



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					will be placed at WGHS for student teaching, Fall 2014.
<p><b>Joyner Elementary School</b></p> <p><b>Joyner</b> was a junior high school prior to 1984 when it became a K-5 school. It is a small school of 382 students grades K-5. The student population is diverse and was under the leadership of a new principal for the 2010-2011 school year. The focus on establishing a more positive learning environment has been a major goal as Joyner is working to meet the academic challenges of</p>	<p>(Adapted from Joyner Elementary School Improvement Plan)</p> <p>A. Improve reading strategies across content areas to improve student achievement. Based on AYP results there is a significant gap between economically disadvantaged students and whole school in reading; so there will be an emphasis on closing this gap.</p> <p>B. Improve math strategies across content areas to improve student achievement. Based on AYP results there is a significant gap between economically</p>	<p>(Initiatives to address School Improvement Plan goals)</p> <p>A. &amp; B.1. Student teachers created and taught math and reading lessons based on these criteria.</p> <p>A. &amp; B.2. JE teachers and ES supervising faculty reviewed lesson plans of all interns and student teachers to assure that the contents in math and reading plans reflected the criteria for math and reading instruction.</p> <p>A. &amp; B.3. Student teachers developed units (Candidate – Evidence 3) to meet the criteria and promote student</p>	August 2010-ongoing	Administration (principal and APs), and majority of faculty, dependent upon interns, etc.	<p>(Addressing School Improvement Plan goals)</p> <p>A. &amp; B.1 &amp; 2. JE teachers noted the success of intern and student teacher lesson development and implementation, assuring that math and reading plans reflected the criteria for reading instruction.</p> <p>A. &amp; B.3. &amp; 4. - Student teacher impact papers showed growth</p>

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<p>their students. The new principal has created a more child-centered environment than the school previously had. Within this newly established environment there is an emphasis on self-regulation and learning.</p>	<p>disadvantaged students and whole school in math; so there will be an emphasis on closing this gap.</p>	<p>growth in math and reading.</p> <p>A.4. Student teachers analyzed student growth and made recommendations for improvement, reporting the results of interventions implemented in a research paper. (Candidate – Evidence 5).</p>			<p>(recorded on separate data charts included in each evidence appendix) in reading where the criteria were addressed and research based practices were implemented . - Benchmark and EOG data showed marked improvement in the area of reading for students with whom interns and student teachers worked. Summary: students increased reading scores on Benchmark tests from the third to the fourth quarter and</p>

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					showed more engagement in reading in the classroom. Every student achieved or exceeded his or her target score.
<b>Northern Guilford High School</b> NGHS is a grade 9-12 school that Established in 2007, Northern Guilford High School is located in the Piedmont Triad of North Carolina, a metropolitan area of about one million people, which includes Greensboro, a city of 230,000, High	(Specific school initiatives)  1. To explore communication with an experienced professional educator to provide insights for the school's School Improvement Team.	(Initiatives to address school goals)  1. One ES faculty member has been elected to membership on Northern High Leadership team to help facilitate conversation between school and College.	June 2013-continuing	School Improvement team: Four administrators, 7 faculty, 3 parent volunteers, and two at-large student representatives.	Major Goals this year focused on the continued improvement of test scores for non-white students. Initiatives were developed (e.g. multiple tutoring opportunities ) to help impacted students. In Summer of 2014, a new SIP will be developed during all-day

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Point, and Winston Salem. Greensboro has a diverse economic base of manufacturing, business, insurance, banking, service industries, and education. Two state Universities and three private colleges are located in Greensboro. Northern Guilford High School serves the northern sector of Greensboro/Guilford County, which includes established neighborhoods, new suburban areas and some rural areas. Northern Guilford	2. In accordance with the school's SIP initiatives, to provide impacted students tutoring help via one-on-one assistance provided by GC student interns in English and SS/History	2. Impacted students were identified by In-service teachers. These individuals were then assigned a GC intern to work with over the course of the semester.	2. Feb. 2014-May 2014; Aug. 2014-Dec. 2014.	2. Four GC interns and various numbers of Northern students throughout the semester.	workshops, beginning June 26 <sup>th</sup> .  2. This was a pilot program: to provide additional tutoring assistance to impacted students above and beyond the already-established opportunities for students. The school's CF acknowledges that this pilot has potential and conversation will occur over the summer regarding how to make it more efficient, available, and easy for both students and for teachers who

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students are from diverse economic, religious, racial, and national backgrounds.					<p>will recommend the students who need help with tutoring.</p> <p>3. Guilford students interned at NGHS Spring 2014.</p> <p>4. Two Guilford students will student teaching at NGHS Fall 2014.</p>

## 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.**  
**Our classrooms were recently renovated. We have Eno Boards in two of our classrooms and students are required to use them to make presentations. All students present in Power Point and use Prezi. We are moving slowly to incorporate**

more software applications and are in the process of getting more interactive capacities in our hardware. We utilize multiple instructional platforms for students to deliver and receive content online and by distance learning. Currently, we are working with the Director of Instructional Technology, and the local schools to better align our resources and curriculum with the technology being used in the schools.

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

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

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

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

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

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

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

## II. CHARACTERISTICS OF STUDENTS

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

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	4
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	19
	Other		Other	
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>24</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>3</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	



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

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

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

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

	Baccalaureate
MEAN SAT Total	1,184
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-Combined	526
MEAN PPST-R	183
MEAN PPST-W	175
MEAN PPST-M	181
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.33
Comment or Explanation:	
*-Less than five scores reported.	

#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	5		1
Middle Grades (6-9)				
Secondary (9-12)	3	1		
Special Subject Areas (K-12)	1			1
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>5</b>	<b>6</b>		<b>2,</b>
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	25	96
Institution Summary	25	96
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	9	2	1			
U Licensure Only					1	
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	31	84	61
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford Co Schs	125
Winston-Salem/Forsyth Schs	32
Rockingham Co Schs	30
Randolph Co Schs	20
Alamance-Burlington Schs	19
Wake Co Schs	9
Davidson Co Schs	7
Charlotte-Mecklenburg Schs	7
Durham Public Schs	6
Chatham Co Schs	5
Chapel Hill-Carrboro Schs	5

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

### **III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
4	0	0