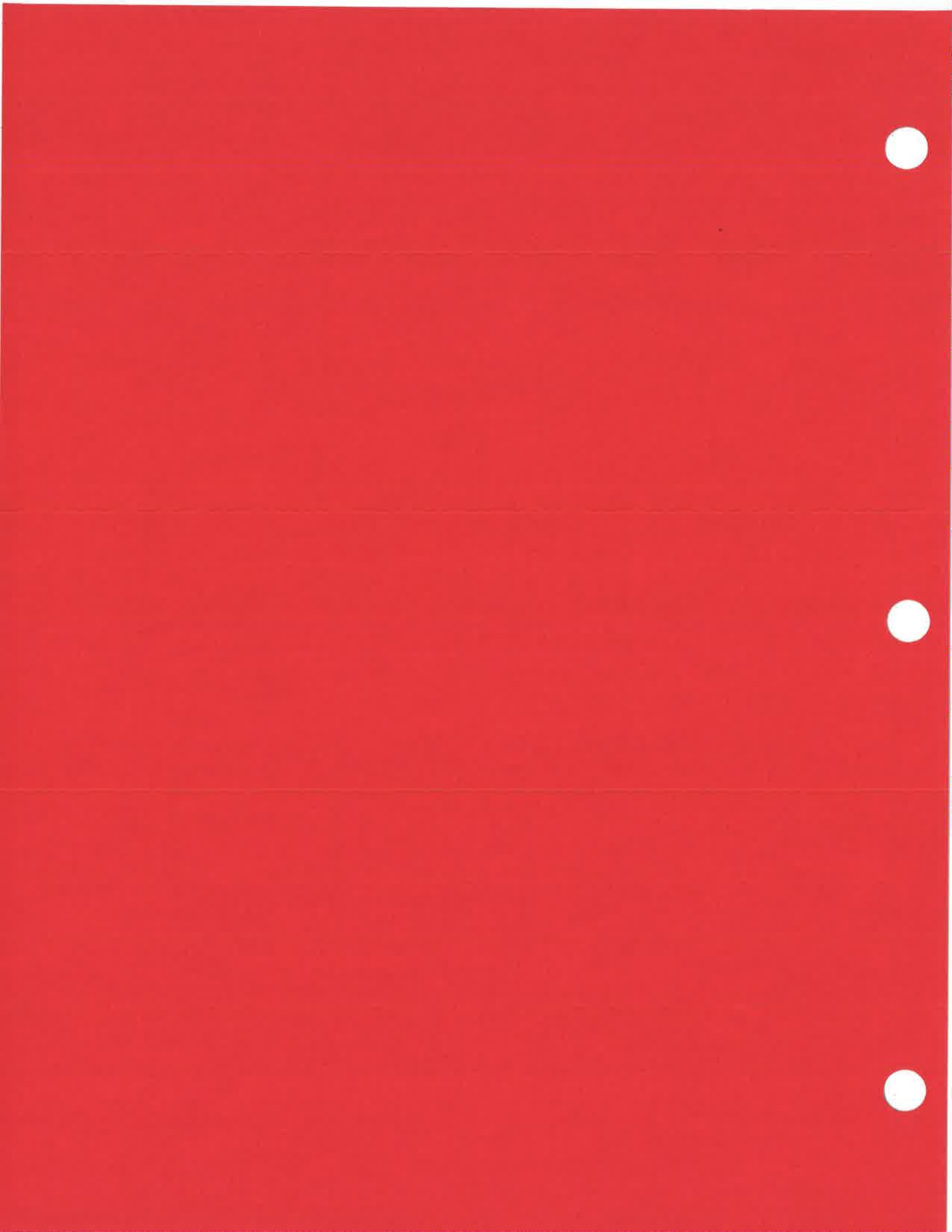




IHE Performance Report

2000-2001

Guilford College



IHE Performance Report

Guilford College

2000 - 2001

Overview of the Institution

Guilford College is a four-year undergraduate educational community which strives to integrate personal, intellectual, physical, and spiritual growth through participation in several rich traditions. These traditions include liberal arts education, which values academic excellence and stresses the importance to a free society of mature, broadly educated citizens; career development and community service, which value self and the worth of others; and Quakerism, which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as self.

Special Characteristics

The Education Studies (ES) Program is an intensive program in a small liberal arts college built around the strengths offered by the intimate involvement of students with faculty; faculty whose guidance and support is based on deep understanding and knowledge of the strengths and needs of each individual student. The primary goal of the program is to develop educators who are grounded in the liberal arts and who are self-confident, inquisitive, and thoughtful in their practice. Special pedagogical features of the program included one-on-one, video-taped, faculty-student tutorials, cross-cultural internships, a mid-point portfolio review, and a capstone experience. As a program of the "whole college," the ES department uses the core curriculum of the college to support our students' pedagogical content knowledge and assist them in ultimately mastering the state competencies. Thus, all faculty who teach in the college core are considered faculty who educate teachers at Guilford College. The ES program was cited by its NCATE accreditation team in February 1997 for exemplary practice in continuous, embedded, authentic assessment.

Program Areas and Levels Offered

The Program offers a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in elementary Education, Secondary Social Studies, Secondary English, and K-12 Languages (Spanish and French). We also offer a Licensure Only Program for those who have completed a degree in a subject area. Science and ES faculty have been working together to establish a program for science licensure. Fall 2001 is the targeted date for approval of this new area of licensure.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in design and delivery of curriculum/courses, etc.).

In addition to continuing programs which have been in place in recent years, Guilford College instituted new projects and created new initiatives in collaboration with public school teachers during the 2000-01 school year. Public school teachers regularly present to elementary and secondary preservice teachers on such topics as special education, dance, parent relationships and math education. Public school teachers are members of the team which assesses the technology portfolios required for licensure. A College librarian attends the sessions for the NC School Librarian Association and works with the Library Curriculum Committee to obtain

appropriate resources for preservice students. We continue to make use of a grant from the Freeman Foundation to create and disseminate workshops for teachers in developing materials about Asia for their classrooms. This year we provided workshops for middle and high school teachers based on a self-contained curriculum kit about China created by ES faculty. We also conducted a workshop for high school teachers which included attending a dance performance and a discussion with English faculty about integrating curriculum based upon the Japanese Tale of Genji. An ES faculty member presented a workshop in strategies for closing the achievement gap at Millis Road Elementary as part of an ongoing professional development series devoted to exploring issues related to diversity at that school. Another ES faculty member stepped in to teach AP Biology one day a week when a teacher at Southeast Guilford High School suddenly resigned. When a new hire was appointed, he assisted with curriculum planning and transition into the position. We sponsored a day-long Project Wild workshop, promoting collaboration between the preservice students and inservice teachers from Durham and Winston-Salem. When Guilford College sponsored the Science Olympiad for middle school students on campus, an ES faculty member was a Science Olympiad Event Leader (Science of Fitness: Anatomy & Physiology). An ES faculty member is working with a recent graduate, a high school English teacher in Guilford County, on a research project for publication. We began the process of designing a PDS pilot program with Peeler Open Elementary which will include inviting Peeler teachers to instruct preservice teachers, supporting beginning teachers at Peeler in completing their portfolios for licensure, and establishing ES students in student teaching and internship placements regularly at Peeler.

B. Brief description of efforts to assist low -performing schools.

The policy of the ES Program is to place interns and student teachers in schools where they will gain experience and skills in racially, economically, and culturally diverse settings. As a result, our students have numerous opportunities to assist children and teachers in schools where achievement falls below the required standard. We encourage our students to take leadership in organizing programs and projects to assist children who are at risk of failing end-of-grade tests. Guilford's Internship and Service learning center supervises a student-run Project Community. The Project organizes students to tutor public school students at several community sites. Students provide tutoring five days a week at the Montagnard Dega Association and the Greensboro Buddhist Center. ES students coordinate other student tutors at the Pathways Program for homeless families five nights a week. During the last academic year, ES students organized an ESL tutorial program in conjunction with the Glenwood Library to assist adults and families in the Greensboro area learn English. They sought out specialists in ESL to provide them with training and resources, then designed the program in collaboration with Spanish majors at the college to reflect an orientation toward community education based on the philosophical beliefs of Paolo Freire. Recognizing that community and parents play an important role in school achievement, faculty in the ES program invite parents and a community liaison from a school serving an "at-risk" population to address elementary education students as part of a speaker series in the ES Licensure Program. A department member tutored small groups of children in one of the local schools as well. Critical to the ES Program and to teaching in our diverse schools is a residential cross-cultural field study. In such sites as Guadalajara, London, Cape Coast (Ghana) and Beijing, working with some of those cities' poorest citizens, Guilford students are urged to develop awareness of educational and cultural bias and the need for sensitivity to different learning needs. Our graduates consistently comment on how important these experiences were in learning how to be responsive to their students when they return to NC to teach.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

The ES Program weaves the learning of technology throughout its courses to ensure that Guilford College students are technologically competent according to state and the standards from the International Society for Technology in Education (ISTE). An ES faculty member organizes and chairs meetings to review competencies and determine how assignments are

integrated and updated throughout the program. Technology assignments are designed for every course in the ES curriculum introducing teacher-specific technology skills at basic and advanced levels. For example, one course requires a Power Point presentation, another requires the creation of a data base for children's literature, and others require the use of electronic grade books, additional educational software, and so forth. In their final year, students produce a technology portfolio where they exhibit examples of their various assignments and self-assessments of their progress. These portfolios are evaluated by a team composed of public school teachers and ES faculty. Working with the College's Information and Technology Services Department and supported by a faculty grant, the ES program acquired two digital camcorders this year which will be used to allow students to capture video that can be imported into their portfolios. During the last academic year, we piloted a new digitalized portfolio format wherein students constructed their portfolios using basic web page design, linking various pages that embody their experiences as teacher-learners at Guilford College. The new portfolios, which will be burned on CDs for student to include in future job interviews, provide video evidence of their work in public school classrooms and will be required of all students in future years. Workshops provided by the college's Information & Technology Services Department and by faculty in the ES Program also support the learning of technological skills.

D. Brief description of efforts to serve lateral entry teachers.

Guilford College's ES Program has historically served traditional college aged students, but the increased need for well-prepared and well-qualified teachers in public schools has led us toward adapting our program to serve more adults who are interested in entering teaching as a second career. We have re-scheduled all of our courses so that working adults can complete our program, except for a final internship and student teaching, while working during the day. We have expanded and marketed our "licensure only" program, designed for individuals who hold bachelor's degrees in various fields who wish to complete licensure requirements through our program, to do so while receiving a discount in tuition from the College. In addition, The ES Program has established a formal connection to the Piedmont Alternative Licensure (PAL) Program created by the collaboration of Bennett College and Greensboro College. The ES Program has selected a coordinator to direct candidates interested in lateral entry or alternative licensure to the PAL program. Our efforts have resulted in a significant increase in enrollment of non-traditional students and we are presently discussing the development of our own lateral entry program with the administration of the College.

E. Brief description of special efforts to improve NTE/Praxis scores.

ES Program faculty carefully advise students on the required test-taking procedures and overall schedule. Our students have consistently done well on the state required Praxis tests. Time is given in two courses for "prep" for the Praxis and a copy of preparation materials is on reserve in the Guilford College library. These materials are based on questions from past Praxis tests that can be obtained from the Educational Testing Service. Students who have learning issues or who need assistance with specific skills such as grammar and spelling are given support by the Academic Skills Center (ASC) on campus. ES faculty and faculty in the areas of secondary licensure take Praxis tests in order to understand what the students need to do and to advise them when appropriate.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Advising holds a central place in the life of Guilford College and the teacher education program. The ES faculty expend considerable effort to ensure that faculty advisors throughout the College have a sound knowledge of the ES Program and are able to answer students questions during advising. We teach in and collaborate with instructors of the First Year Experience (FYE), a set of courses serving all first-year students, in order to provide new students with opportunities to consider teaching as a career. The ES faculty meet regularly

with Admissions staff to discuss recruitment. New web pages and brochures, directed at traditional and adult students, have served to intensify recruitment efforts. ES faculty present classes at Preview Days for prospective students. ES faculty also interview honors students who express interest in education. Arrangements are made for applicants interested in education to visit ES classes and spend time with present students. A \$216,000 grant received by the ES department from the Freeman Foundation, which provides three full-semester scholarships a year for student to study and do educational internships in Asian countries, has been an attractive recruitment tool. ES faculty are working with Science faculty to finalize the development of a science licensure program and researching the development of a P.E. licensure with Sports Studies faculty to recruit prospective Science and Physical Education teachers as well. In addition, ES faculty regularly present and consult with potential students at Information Sessions for the Center for Continuing Education to recruit students into our newly re-designed degree and "licensure-only" programs.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

Advising holds a central place in the life of Guilford College and the teacher education program. The ES faculty expend considerable effort to ensure that faculty advisors throughout the College have a sound knowledge of the ES Program and are able to answer students questions during advising. We teach in and collaborate with instructors of the First Year Experience (FYE), a set of courses serving all first-year students, in order to provide new students with opportunities to consider teaching as a career. The ES faculty meet regularly with Admissions staff to discuss recruitment. New web pages and brochures, directed at traditional and adult students, have served to intensify recruitment efforts. ES faculty present classes at Preview Days for prospective students. ES faculty also interview honors students who express interest in education. Arrangements are made for applicants interested in education to visit ES classes and spend time with present students. A \$216,000 grant received by the ES department from the Freeman Foundation, which provides three full-semester scholarships a year for student to study and do educational internships in Asian countries, has been an attractive recruitment tool. ES faculty are working with Science faculty to finalize the development of a science licensure program and researching the development of a P.E. licensure with Sports Studies faculty to recruit prospective Science and Physical Education teachers as well. In addition, ES faculty regularly present and consult with potential students at Information Sessions for the Center for Continuing Education to recruit students into our newly re-designed degree and "licensure-only" programs.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

The relatively new faculty of the ES Program took advantage of a major change in personnel to institute a number of initiatives during the 2000-2001 school year. We are particularly proud of the fact that we have created new programs and cooperated with individuals inside and outside of the college to enhance teacher education with only two full-time faculty, the assistance of the academic dean, and a few adjuncts. Recognizing that limitations in the number of faculty can also be regarded as an excellent reason for collaborating with others, we have enjoyed numerous opportunities to share the philosophical stance of those who founded the program with others as we oriented our work toward our individual interests and convictions. In addition to developing the night-time, licensure only program, finalizing the science licensure program, researching the future P.E. licensure program, and creating a new PDS program with Peeler Elementary, we have established a few other collaborative relationships. The Chair of the department has worked locally and nationally with the American Montessori Society (AMS) to develop new public policy initiatives promoting teacher education for individuals interested in working in public Montessori schools. She has consulted on the 20 yr. long-range plan of the National Board of AMS and continues to provide professional development workshops for local Montessori teachers. The coordinator of the secondary licensure programs in the ES Department has worked closely with faculty from The University

of North Carolina at Greensboro (UNCG) on a grant to explore the development of an on-line webcourse for middle/secondary school science majors. He will teach as an adjunct at UNCG next fall to introduce the course for the first time. The ES Department has also welcomed a new, full-time, visiting faculty member on a two-year contract who brings to the program extensive experience in school administration and teacher education. Our new visiting faculty member is particularly knowledgeable about the local public schools and has recently been working in a part of the state with a high percentage of economically disadvantaged and underserved populations. The ES faculty has begun work with the Peace and Conflict Studies Department to create a summer institute for K-12 teachers on Conflict Resolution and Peer Mediation which will held on the Guilford College campus.

I. Brief description of efforts designed to support beginning teachers.

An ES faculty member continues to hold "reunion" meetings for graduates who remained in North Carolina to teach. The meetings, scheduled for the first time approximately one month after the novice teachers begin their new jobs and continued during the second month of each academic semester, provide graduates an opportunity to network with each other, discuss final policies and procedures for licensure, and share knowledge and ideas about how to adjust to their new positions as professionals. These reunion meetings include graduates during their first three years of teaching and are supported by ongoing email "conversations" with out-of-state graduates. The ES Department, once again, convened an annual gathering of Education Studies alumni on Saturday of Homecoming weekend at the College. The annual gathering provides roundtable discussions, designed to offer beginning and career teachers opportunities to share and reflect upon their experiences and explore topics of current interest to educators. ES Program faculty and some alumni volunteers continue to work on creating a web site with links to graduates. The new site, which will include digital photos of alumni classrooms and schools, will provide current students as well as recent graduates a way to view best practice among graduates and contact alumni with questions and comments. Graduates of the program continue to visit ES classes and share knowledge and expertise. Plans are underway to institute monthly ES meetings with current students and recent graduates to discuss topics of current interest. Graduates will provide "key note" presentations and then open the meetings for discussions with current students, as ES faculty facilitate. In these meetings, we hope to support our commitment to educating teachers to assume leadership roles in the teaching profession. As part of our new collaboration with Peeler Elementary, ES faculty will conduct bi-monthly workshops during the next school year for beginning teachers who must complete their portfolio for Performance-Based Licensure. These workshops will be open to all beginning teachers in Guilford County and will include individual assessment discussions with ES faculty as a follow-up to goals set during the workshops. As they have done in previous years, ES Program faculty continue to visit graduates in their first classrooms, maintain contact via phone and email, and provide informal support and professional contact for graduates in periodic conversations. The ES faculty is currently designing a survey for graduates as part of our self-assessment linked with upcoming NCATE re-accreditation. Follow-up interviews with graduates will be included in the assessment process.

J. Brief description of efforts designed to support career teachers.

In addition to providing mentoring, field placements, and videotaped examples of exemplary practice for our experienced students, career teachers assist us in the placement of undergraduates for clinical assignments early in the program. The ES Department's support of career teachers provides us with a means of "giving back" to individuals and groups who assist us in providing our students with opportunities to experience and analyze the relationship between theory and practice. A department member has supported teachers who served as trainers and as evaluators during summers through the process of learning and implementing the criteria for certification by the National Board for Professional Teaching Standards (NBPTS) as Scoring Director for NBPTS in NC. The teachers frequently describe this process as being the most valuable faculty development that they have ever experienced. A faculty member served as a judge for 6 science fairs in local schools in collaboration with career teachers and,

in some cases, Guilford College science faculty. He also presented science lessons, observed and assisted by preservice teachers, at the invitation of two Guilford County elementary teachers. In November, we convened a Saturday workshop for science teachers at Guilford College wherein teachers were asked to share "best practice" with each other and consult with us in the design of our science licensure program. We also sponsored a day-long Project Wild Workshop which offered career teachers from Durham and Winston-Salem a chance to interact with our preservice teachers as they reflected on ideas for curricular design. An ES faculty member assisted a group of Montessori teachers in designing rubrics for student assessment in a series of evening workshops during the academic year and she is currently providing professional development for the faculty at Peeler Open Elementary on extending their use and understanding of the work of Ruth Charney's social curriculum. Peeler Faculty have been invited to offer continuing education workshops for career teachers in conjunction with ES faculty as part of a pilot program which we hope will evolve into an ongoing workshop series for career teachers at Guilford College. During June of 2001, in conjunction with the Friends Council in Education and the Friends Association in Higher Education, Guilford College sponsored a three-day conference on building learning communities. As a result of consultation with ES faculty, the conference sponsored presentations targeted to public school K-12 teachers in addition to those designed for teachers from Quaker K-12 schools and faculty from Quaker colleges. The size of the College and the department permits us to maintain personal contact with graduates over time so that we not only can support their teaching careers but also can stay abreast of the personal events in their lives. The annual gathering of Education Studies alumni on the Saturday of Homecoming Weekend provides beginning and career teachers the opportunity to talk about what they are doing, share what they are excited about, and reconnect with friends and other teachers in order to establish a supportive network.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

As previous descriptions have demonstrated, ES faculty are involved in numerous activities within public schools. All full-time and some part-time program faculty provide professional development presentations and workshops, present lessons, tutor, and work with beginning and career teachers in various capacities. In addition, other faculty at Guilford College are involved with public schools. Several grants awarded to the Center for Continuing Education (CCE), the adult education program of Guilford College, are devoted to developing programs which address diversity. The Diversity Dramatists program model uses live interactive drama as a catalyst for discussion of complex and sensitive issues. A troupe of Diversity Dramatists formed by teachers in Rockingham County Schools, co-presents workshops with CCE. The Teacher Assistant Institute trains teacher assistants to serve as diversity advocates and peer diversity trainers in their schools. Fifty assistant teachers selected by school principals have participated in the Institute within the past year. The science faculty have been most outstanding in supporting public education. Contributions include: presentations at the NASA/NOVA Leadership Conference in Florida; supervision of college students who volunteer in public school; sponsorship of The Science Olympiad; assistance to teachers with science experiments; attendance at career days, provision of information resources for science teachers; lending science equipment for science projects; and giving lectures on particular topics. In addition, one science faculty who recently received licensure as a high school science teacher has taken a sabbatical to teach AP courses for Guilford County Schools. History faculty have presented classes in middle and elementary schools about China, given lectures in high schools on Quakerism, distributed information to high schools about women's issues, and talked about their experiences in activism in the 60s to a high school class. One of our faculty has designed and conducted workshops for the NC center for the Advancement of Teaching yearly since the '80s. A Music faculty member has gone into three local high schools to teach instrumental lessons. Faculty members have served as judges for High Schools Quiz Boards and for Leadership competitions. Faculty members tutor in elementary and middle schools. Language faculty have arranged for high school students to come to campus for dinner and conversational exchange with college students. A faculty member offers a course

for high school students in SAT preparation. Also, many faculty members are involved in the traditional activities of volunteers and parents: serving on PTAs, School Boards and School Committees.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	5	Total	14
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Total	0	Total	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers


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

Program Area	Number of Requesting Program of Study Leading to Licensure	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)	78	4	.
Middle Grades (6-9)	.	.	.
Secondary (9-12)	25	12	.
Special Subject Areas (k-12)	2	2	.
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	105	54	.
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	182	
MEAN PPST-W	177.29	
MEAN PPST-M	182.71	
MEAN CBT-R	332.18	
MEAN CBT-W	326	
MEAN CBT-M	329.18	
MEAN GPA	3.16	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
Comment or Explanation		

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	7	6	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	5	5	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	12	11	0	0	0	0	0	0
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education (K-6)	5	100
English	1	*
School Pass Rate	6	100
PK/PLT	8	100

*** To protect confidentiality of student records, pass rates based on fewer than four 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	.	13	.	.	.	.
U Licensure Only
Masters Degree
G Licensure Only
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree
U Licensure Only
Masters Degree
G Licensure Only
Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	9	77.8	22.2

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2000 - 2001**

LEA	Number of Teachers
Guilford	125
Forsyth	39
Randolph	28
Rockingham	24
Charlotte-Mecklenburg	14
Wake	13
Davidson	11
Durham Public	10
Surry	10
Alamance-Burlington	9

**I. Satisfaction with 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.**

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	4.00	4.00	3.00
preparation for managing the classroom	4.00	2.00	3.00
preparation for using technology as an instructional tool	4.00	2.00	3.00
preparation for meeting the needs of diverse learners	4.00	3.00	4.00
Preparation in curriculum content and delivery strategies	4.00	4.00	4.00
Number of surveys received	1	1	1
Number of surveys mailed	9	9	9

TABLE III. TEACHER EDUCATION FACULTY

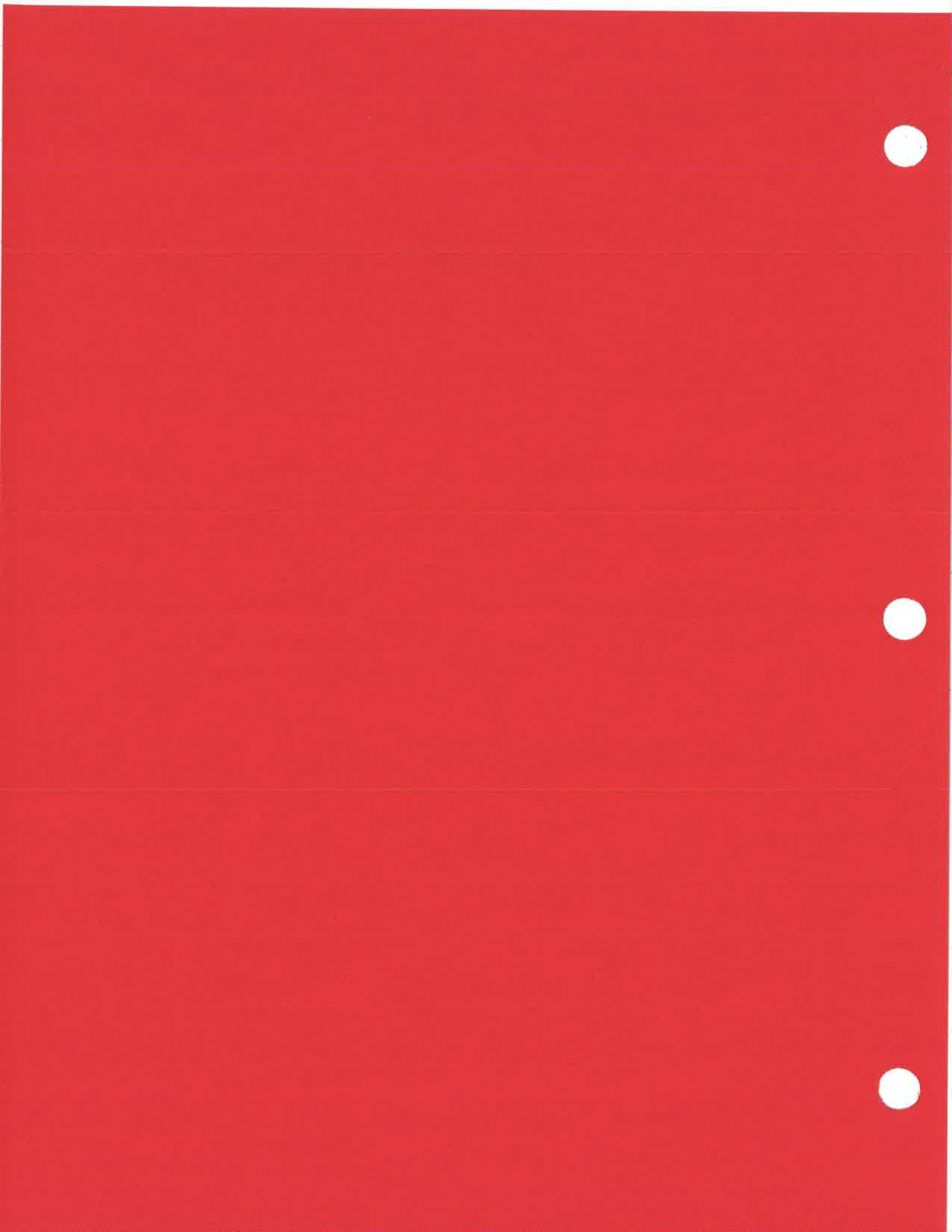
Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
2	2	3



IHE Performance Report

2000-2001

High Point University



IHE Performance Report

High Point University

2000 - 2001

Overview of the Institution

High Point University is a private, liberal arts university affiliated with the United Methodist Church and dedicated to the Church's historic principles of inclusiveness and diversity. The mission of High Point University is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. High Point University seeks to provide vital and distinguished undergraduate and graduate programs for the development of the student's powers of inquiry, command of language, and insight into ethical thought, in belief that these qualities will best equip its graduates for enterprising and constructive lives. The University's distinctive academic approach imaginatively blends the liberal arts; interest in critical thinking and search for values with contemporary society's emphasis on innovation and competition across professional disciplines and national boundaries. High Point University is committed to responsible corporate citizenship and to playing a vital role in the educational and cultural life of the community. Currently, nearly 3,000 students attend High Point University.

Special Characteristics

The Teacher Education Program at High Point University is based on a cognitive developmental model that parallels the university academic core of liberal arts studies. A sequential program of field experiences, beginning in the sophomore year, provides a clinical assignment each subsequent semester through program completion. In addition, the program provides experiences with children from diverse socio-economic levels, cultural backgrounds, and cognitive developmental levels. Program graduates complete their teacher education program having had a variety of field experiences with a diverse population of students. The Teacher Education Program also has several significant projects in place with local school districts.

Program Areas and Levels Offered

Elementary Education (K-6) Middle Grades Education (6-9): Language Arts Mathematics Science Social Studies Secondary Education (9-12): Biology English History Mathematics History with Social Studies option Special Subjects (K-12): Art Physical Education French Spanish Special Education (K-12): Learning Disabled Mentally Disabled Behaviorally/Emotionally Disabled Academically Gifted (K-12 Add-On)

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in design and delivery of curriculum/courses, etc.).

The Teacher Education Program at High Point University continues to be in a major partnership with the Davidson County Schools. The Chairman of the Education Department serves as an active member of the Davidson County Schools Quality Leadership Council. As a result of this partnership, faculty members from the Education Department have assisted Davidson County Teachers in several significant projects. One of the most successful undertakings has been the alignment of the grades 6-12 Language Arts Curriculum. University faculty assisted in matching North Carolina Standard Course of Study goals with concepts tested on the

Advanced Placement Examinations in English. Another successful project with the Davidson County Schools has been the creation of a ninth grade strategic reading class. University faculty met with twelve high school English teachers to create a course that would give struggling readers a head start on the English I exam. Students from the University's Reading in the Content Area class have a clinical experience with these students and have assisted with individualized testing, tutoring, and one-on-one reading. Over one hundred Davidson County Teachers are currently enrolled in add-on licensure programs in AG (Academically Gifted) or LD, BED, or MD (Learning Disabilities, Behaviorally-Emotionally Disabled, Mentally Disabled). Faculty from High Point University are offering these courses on-site in the Davidson County Schools in late afternoon/early evening settings. The Davidson County Schools/High Point University Partnership was the feature article in the Volume II, Issue II, 2001 Partnership Courier: A Publication of the North Carolina Partnership for Excellence. That article concluded with this insight: "The alliance between High Point University and Davidson County Schools has truly become a partnership between administrators, college professors, teachers, and college and high school students." The Education Department at High Point University continues to be in partnership with the Guilford County Schools. A professor in the Education Department teaches an AG (Academically Gifted) licensure course on-site in the Guilford County School system each semester. As a result, in the last five years, over 50 Guilford County Teachers have been licensed in AG. This professor also serves on the Guilford County AG Task Force. Physical Education 232 (Physical Education in the Elementary School) classes continue to be in partnership with Jamestown Elementary School. Students in this class teach weekly classes at Jamestown and provide demonstration lessons for Jamestown teachers. In addition, the Physical Education 420 class (Adaptive PE) taught swimming this year to 17 High Point Central High School Special Education Students. Through a collaborative venture of High Point University, Guilford County Schools, and the Association of Retarded Citizens (ARC), the Summer Choice Camping Project was developed and implemented during the 1999 and has continued through 2001. The goal of this program has been to provide transition opportunities during the summer months for adolescents with mental disabilities. Eligible students have participated in the Summer Choice Program which continues to be staffed by High Point University students.

B. Brief description of efforts to assist low -performing schools.

High Point University Teacher Education students continue to work with the Thomasville Communities in Schools (CIS) Program to assist at-risk students in grades K-12. The University students were assigned to all four Thomasville Schools (Thomasville Primary, Liberty Drive, Thomasville Middle, and Thomasville High) during the 2000-2001 academic year and worked directly with students in developing reading and mathematical skills. All elementary majors have a semester practica experience at a High Point area school which has a population of children who almost all qualify for free or reduced price lunches. The university students tutor at-risk students in reading and mathematics and serve as lunch buddies as needed. During the past year, students were assigned to Johnson Street Elementary, Fairview Elementary, and Kirkman Park Elementary.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

During their Junior year, all Teacher Education majors must take Education 311 - Technology in Education. This course is specifically designed to provide instruction and skill development in the use of technology. On-going guidance and assistance is provided to students in constructing the technology product (portfolio) that is now a requirement for licensure. Most faculty in the Education Department now require technology as part of course requirements. For example, video-taping is required, Power Point is required in Senior Seminar, etc. The Education Department owns a digital camera and allows students to use it for projects. Most faculty communicate with their students through e-mail, and several faculty now have web pages.

D. Brief description of efforts to serve lateral entry teachers.

L.E.A.P. (Lateral Entry Admissions Program) continues to be a major initiative of the Education Department at High Point University. During the 2000-2001 academic year, High Point University had an active enrollment of 143 lateral entry teachers from area local school systems. In December 2000, a luncheon was held on the High Point University campus to formally present the L.E.A.P. program to local school systems. The response was phenomenal. Representatives from twelve local school systems, the Teacher Education section from the Department of Public Instruction, and local media attended the luncheon and expressed interest in the program. Attractive brochures were designed, a policy manual was developed, and the University's Evening Degree Program was designated as the enrollment center for the L.E.A.P. endeavor. Lateral Entry teachers send their letters of interest and transcripts to the Education Department. Licensure coordinators in the Education Department review the transcripts, write programs of study, counsel-advise students, and communicate as needed with LEA (Local Educational Agencies) Personnel Offices. When the programs of study are written, copies are mailed to the teacher, the personnel coordinator in the district, and the Evening Degree Program office at the University. Lateral Entry teachers are directed to the Evening Degree Program for enrollment, registration, and financial aid information. After taking two courses, the lateral entry teachers are screened for formal entry in to the Education Program, and upon completion of courses and appropriate PRAXIS tests, are recommended for licensure. During 1998-99, Education 480 – Lateral Entry Internship – was added to the program requirements, This opportunity enables Education Department faculty to provide additional support to lateral entry teachers directly in their classrooms.

E. Brief description of special efforts to improve NTE/Praxis scores.

The Teacher Education Program at High Point University has purchased the Learning Plus System from Educational Testing Service. This program is designed to assist students who have had difficulty with the PPST series. Several faculty members have actually taken the PRAXIS Specialty Area tests and now have included problem sets and essay questions of similar style in their own tests. Other faculty members have identified web sites from their specific licensure area where students can visit for special directions and sample test items, and have prepared study guides and provided group and individual tutorials for students.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

The University Office of Undergraduate Admissions holds five campus visitation days each year for perspective students. The Education Department has developed an informative and attractive power point presentation to show to interested students and parents. This presentation highlights our students' involvement in field experiences and also outlines the successes of our graduates. The Education Department has also affiliated with the Teacher Cadet class at Andrews High School in High Point. Andrews High School offers the Teacher Cadet class to students who are interested in pursuing a career in teaching. Students spend at least three days a week working in a classroom at the grade level they wish to teach. Three members of the High Point University Education Department faculty made presentations to the Teacher Cadet class regarding teaching licensure, program requirements, supply and demand, and scholarship opportunities. The SNCAE (Student North Carolina Association of Educators) actively recruits freshman-level students for membership, and has involved students in reading/tutoring activities in the local elementary schools. Information sessions for potential Evening Degree majors in Elementary Education are conducted each fall by the Department Chair. Applications to the Evening Degree Program are also delivered to Teaching Assistants in classrooms where our students are involved in practica experiences or internships. Finally, special bulletin boards and displays with photographs of student involvement in schools help to create visibility and awareness of the Teacher Education Program. News of the program and professional activity and achievements of Education faculty and alumni are highlighted in the University Alumni Magazine and in the local media.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

One of the most significant efforts to encourage minority students has been with the affiliation with Andrews High School and the Teacher Cadet Program being offered there. Andrews High has a 60% minority enrollment; therefore, the Teacher Education Faculty has been able to contact dozens of minority students who may consider a career in teaching. A faculty member from the Education Department continues to be a member of a task force in Guilford County that is studying the recruitment of minority teachers. This effort, along with the fact that Education Department faculty continue to make students aware of the need for minority teachers, has helped to increase the enrollment of minority students in our Teacher Education Program.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

The Education Department has continued to implement the School-to-Work (Job Ready) Grant that was funded by the State Department of Public Instruction three years ago. Faculty from the Education Department wrote curriculum modules for pre-service teachers that were developed with educators from the Davidson County Schools and Davidson County Community College and business people from the Davidson County Schools School-to-Work partnership.

I. Brief description of efforts designed to support beginning teachers.

There are several programs in place to support beginning teachers. First of all, the Education Department contacts graduates immediately after graduation to determine where they have been employed. Because so many of the graduates stay in the immediate High Point area, frequent communication is possible. Graduates feel free to contact Education Department faculty by phone, e-mail, or in person to ask for advice, borrow materials, or share frustrations. Graduates (and their principals) are contacted near the end of the first year of teaching and are asked to evaluate their teacher education preparation. The Education Department again makes their services available as needed, and, in the past year, several faculty members actually visited the classrooms of some of our recent graduates. In February of this year, recent graduates were invited back to campus to participate in a seminar for current student teachers. The seminar, presented by a staff member in the Personnel Section of the State Department of Public Instruction, focused on the performance-based product now required of all second year teachers in North Carolina. Finally, several faculty members from the Education Department are included in the ILP Plan for several local school districts.

J. Brief description of efforts designed to support career teachers.

There are several programs at High Point University that help to support career teachers. First, faculty from the Physical Education Department lend equipment and expertise to local schools as needed and have worked with local soccer coaches with coaching strategies. The English Department annually sponsors the Phoenix Festival, a literary festival which brings to campus high school students and their English teachers. Workshops are provided for both students and teachers by prominent writers and critics. Also, the English Department has hosted for the last ten years the North Carolina Shakespeare Festival's "Classics in Context" series. Teachers who attend this in-service event receive CEU credit. A faculty member from the Education Department frequently visits AP (Advanced Placement) English classes and discusses with students and teachers testing techniques, scoring methodologies, and writing strategies. Her frequently provides in-service sessions for teachers and administrators. Late afternoon/evening/summer classes give teachers the opportunity to add AG and other exceptional children licensure areas to their existing teaching licenses.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

High Point University faculty are involved with public schools in diverse ways. One faculty member from the Education Department is a member of the Task Force for Guilford County Schools development and implementation of an Occupational Course of Study for Special Needs Children. She also works with the Guilford County Schools Willie M. counselors to pursue alternative treatment programs and has served on the Randolph County Schools Steering Committee for the IDEA monitoring program. This faculty member also serves as a state officer for the NC Council of Administrators of Special Education. In this capacity, she has worked at the state level to inform the State Board of Education and legislature to change laws that impact funding for special education, that involve the retention and training of special education teachers, and that concern the testing and accountability of students with disabilities. Faculty from the Art Department have collaborated with the art teacher at Grimsley High School and offered expertise in the area of photography. Another art professor developed a "water video" for students at Whitaker Elementary School in Winston-Salem. A faculty member from the Modern Foreign Language Department assisted in the implementation of an after-school program to help Hispanic children at Oak Hill Elementary School in High Point. This professor also volunteers on a weekly basis at the school. Another Modern Foreign Language professor has tutored students in English as a Second Language at High Point Central High School as a part of the Communities in Schools Program. A faculty member from the Behavioral Science Department served as an external evaluator for the Davidson County Partnership for Children which supports and funds Smart Start Programs in the Davidson County Schools. A faculty member from the English Department conducted a five-hour workshop for high school teachers of Shakespeare last October as part of the North Carolina Shakespeare Festival. He also coordinated and lectured in the "Classics in Context" series. A professor from the Mathematics Department continues to teach in the North Carolina Governor's School. Another faculty member from mathematics tutors students in a local middle school. Faculty from the Education and Mathematics departments received a Duke Energy Grant that was used to bring to campus middle school and high school math teachers from the Davidson and Guilford County Schools for a Hands-On Equations workshop. A faculty member from the Education Department is currently Editor of the North Carolina English Teacher. He also is involved with the College Board's Advanced Placement English Program. He conducts workshops and seminars in various school districts throughout the southern United States. Other faculty from the Education Department serve as facilitators and/or visiting team chairs for SACS. The Modern Foreign Language Department at High Point University sends students to local schools each year to assist with "Diversity Week." Faculty from the Modern Foreign Language Department participate as well. Nine student groups from Music 332 (Music Methods) presented 18 integrated music lessons in selected schools. Several university faculty members also serve as PTSA officers at their children's' schools.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	98
	Other	0	Other	0
	Total	12	Total	106
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	2	Total	11
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Requesting Program of Study Leading to Licensure	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)	13	13	13
Middle Grades (6-9)	29	29	29
Secondary (9-12)	32	32	32
Special Subject Areas (k-12)	11	11	11
Exceptional Children (K-12)	58	58	58
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	143	143	143
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	180.37	
MEAN PPST-W	176.39	
MEAN PPST-M	179.19	
MEAN CBT-R	328.31	
MEAN CBT-W	323.93	
MEAN CBT-M	325.42	
MEAN GPA	3.35	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	29	22	3	1	0	0	0	0
Middle Grades (6-9)	2	2	0	0	0	0	0	0
Secondary (9-12)	3	1	0	0	0	0	0	0
Special Subject Areas (K-12)	2	0	0	0	0	0	0	0
Exceptional Children (K-12)	6	5	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	42	30	3	1	0	0	0	0
Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology	1	*
Elementary Education (K-6)	32	94
English	1	*
Mathematics (NTE)	1	*
Physical Education	1	*
Social Studies (Comprehensive)	2	*
Special Ed: Learning Disabilities	2	*
Special Ed: Mental Disabilities	1	*
School Pass Rate	41	88
PK/PLT	37	89
* To protect confidentiality of student records, pass rates based on fewer than four 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	.	40	.	.	.	.
U Licensure Only	.	2	.	.	.	.
Masters Degree
G Licensure Only
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree
U Licensure Only
Masters Degree
G Licensure Only
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	57	68.4	47.4

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers
Guilford	199
Davidson	174
Randolph	116
Forsyth	89
Thomasville City	26
Wake	25
Rockingham	22
Lexington City	20
Charlotte-Mecklenburg	20
Stokes	19

I. Satisfaction with 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.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.80	3.43	3.69
preparation for managing the classroom	3.67	3.21	3.46
preparation for using technology as an instructional tool	3.33	3.07	3.46
preparation for meeting the needs of diverse learners	3.67	3.21	3.46
Preparation in curriculum content and delivery strategies	3.73	3.07	3.69
Number of surveys received	15	14	13
Number of surveys mailed	37	37	37

TABLE 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
7	5	10

