

2016-2017

IHE Bachelor Performance Report

Brevard College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Brevard College, located in Brevard, North Carolina, is a liberal arts college of approximately 705 students, offering more than 40 majors and minors and a teacher licensure program. Founded in 1853, Brevard College is the oldest college or university in the mountains of Western North Carolina. The original purpose of the College, “to give young men and women in the mountains of North Carolina an opportunity for education,” has been expanded to provide our students with programs and opportunities that help them prepare for meaningful vocations, responsible citizenship, and lifelong personal and professional development. In 2016-2017, Brevard College hosts a diverse student body of whom 40 percent are from outside of North Carolina including several foreign countries and 19 percent of students are representatives of minority sub-groups.

The Teacher Education Program was granted temporary authorization by the North Carolina State Board of Education in January of 2005. Permanent State approval and National Accreditation by TEAC (Teacher Education Accreditation Council) followed in Fall 2009. Teacher licensure is available in ten areas: K-12 Art, Music, Theatre, and Health and Physical Education; 9-12 English, Mathematics, Science, and Social Studies; and K-6 Elementary. Agricultural Education (7-12) was officially approved by the NC State Board of Education in 2016.

Special Characteristics

Brevard College is distinct among liberal arts colleges because of its strong and historical commitment to experiential education in a highly personalized learning environment. Its educators purposefully engage with learners in direct experience and focused reflections in order to increase knowledge, develop skills, and clarify values. Students at Brevard College are required to complete a challenging interdisciplinary, liberal arts core curriculum that includes a freshman first year experience, an environmental perspectives course, a Humanities linked learning community, a technology literacy course, a senior capstone experience and approximately 40 distribution requirements that provide students exposure to a variety of fields of learning. The General Education Curriculum affirms a lifelong learning engagement that is enhanced and focused by a student's major. The Teacher Education Program offers students the Professional Studies Courses and field experiences that prepare them to successfully receive a NC teacher's license and teach in their particular field of major study.

Besides the strong liberal arts focus, the Brevard College Teacher Education Program offers several special characteristics that distinguishes it from other teacher education programs. The Teacher Education Program and the Wilderness Leadership and Experiential Education major (WLE) are housed in the same College Division: Experiential Division. They collaborate in providing experiential learning to candidates: WLE 220, Theory and Practice of Experiential Education is a required course for all Elementary and 9-12 licensure areas. The course work in the Teacher Education Program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program emphasizes reflection and active learning; students apply the theory they

have learned in their college classrooms to help facilitate their activities in the public schools. More than seven partnering school systems provide valuable field experience for teacher education students. All teacher education students are required not only to student teach, but as early as their freshman year, to observe and complete practicums in diverse public school and after school educational settings, and to participate in professional learning communities with in-service teachers and educational leaders in the region.

The College also has strong resources for students with learning disabilities and differences. Consequently, the licensure candidates are a part of a learning environment that is student-centered and respects diversity. Because of the small size of the program, the Education faculty, Brevard College faculty and staff, and community members often forge strong mentor relationships with the students, and these relationships are often maintained after graduation.

Overall, Brevard College Teacher Education Program may best be described as a small, boutique program that exposes candidates to quality content and pedagogical knowledge, differentiates learning for our candidates, emphasizes experiential and project-based learning, and prepares educators to lead the next generation of learning communities in a diverse and dynamic world.

Program Areas and Levels Offered

All programs are offered at a bachelor level or for licensure-only to post-baccalaureate candidates. Licensure Programs offered include the following: 9-12 English, Mathematics, Science, Social Studies; K-12 Art, Music, Health and Physical Education, Theater; K-6 Elementary; and 7-12 Agriculture.

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

Traditional	RALC	Lateral Entry
X		

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

For the 2016-17 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

All methods classes in each licensure area must address the goal of helping students integrate technology into their content knowledge pedagogy. Students in EDU 205, 21st Century Teacher and Learners, and EDU 340, Secondary and K-12 Methods, learn about the TPAC and SAMR models of technology instruction. Beginning in Fall 2013, every teacher licensure student is required to take EDU 304: Teaching in the Digital Age. The description of this new class reads as follows: “Students will explore technologies and applications as they relate to the teaching and learning process. Activities in this course will focus on technology as a tool for communication, presentation, assessment, data management and analysis, and instructional decision-making. Critical thinking skills will be emphasized as students are taught to analyze and evaluate available classroom technologies. Students will also be exposed to new and emerging technologies that have merit for effective classroom use, as well as good instructional design in the technology-rich learning environment.”

Since Fall 2014, all senior teacher licensure students in Methods as well as faculty in the Teacher Licensure Program have participated in an 1:1 initiative, Brevard College’s iPad Professional Learning Community. As a result of participating in this professional learning community, participants developed a framework for evaluating tablet devices and mobile apps for instruction, classroom management, and assessment; develop an understanding of best practices in identifying and selecting technology-based resources for classroom use; learn knowledge, skills, and work processes representative of an innovative professional in a global and digital society; and design and implement learning experiences that are reflective of the experiential model of teaching and learning that is indicative of the mission of Brevard College.

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.*

Elementary Licensure Candidates are required to take four courses that build knowledge and develop skills for teaching reading. These include EDU 313 Methods in Teaching of Reading, EDU 320 Children's Literature, EDU 303 Diverse and Exceptional Learners, and EDU 314 Methods in Language Arts. Each of these courses help candidates understand the foundational skills involved in reading instruction per the National Reading Panel and requires candidates to examine deeply the reading standards described in the North Carolina Standard Course of Study. Each course also contains five to eight school based observations in local public school classrooms. Candidates are matched with master teachers and expected to collaboratively plan and teach at least two lessons. In EDU 313, candidates teach a guided reading group at a local afternoon program. Each candidate is also expected to create small group reading instructional plans that differentiate and support diverse readers. Observing a session with a local Speech and Language teacher helps our candidates better understand what early intervention in primary grades can do to support students' phonemic awareness. Since Fall 2014, a reading specialist from NCDPI has visited EDU 313 to teach a workshop on mCLASS Reading Assessment. In EDU 320, candidates developed a deep understanding about different genres and strategies for engaging students in books including author studies, literature circles, and book talks. This class also helps students learn how to read deeply, find evidence in the text, and notice the author's craft. In EDU 303, Exceptional Learners, candidates spend several class periods learning about reading disabilities by engaging in virtual simulations and meeting local experts and parents of children with reading disabilities to develop awareness, empathy, and basic knowledge about their future role and responsibility with using appropriate interventions, modifications and accommodations. Finally, in EDU 314 students learn about the research supporting reading and writing instruction in a workshop format with targeted lessons on grammar, spelling, and vocabulary development. Students learn how to design a functional writing center and implement formative assessments and conferences to support writer's development, acknowledging the reciprocal nature of reading and writing.

As for teaching mathematics, our candidates take nine hours of math content (MAT 141 Probability and Statistics, MAT 200 Discrete Mathematics, and MAT 210 Math for Elementary Teachers) as well as EDU 316 Methods in Teaching Math in the Elementary School. Our instructors rely on materials that support the National Council of Teachers of Mathematics and the Common Core. Emphasis is placed on candidates experiencing how to both solve and communicate solutions to partners, in math journals, and with a whole class formats, not just memorizing solutions. As we prepare the candidates for the new standards, we also seek to model inquiry and constructivist practices in order to build their confidence and also develop their teaching tool box.

Both reading and math course work reflect the NC Standard Course of Study standards and guide our candidates to develop their own style of pedagogy which is based on scientifically-based instruction. Time is spent examining different curriculum models and assessment systems and how to implement such models. We want our candidates to know that differentiation is not a choice, but a requirement, in today's classrooms. Our education faculty members are using the NC Foundations of Reading/General Curriculum test guides and topic summaries to examine the relationship between the assessment and course content and to notice alignment and what areas are not adequately covered. Our program's performance-based evidences for certification are excellent opportunities to highlight candidates' proficiency with math content, and we are considering adding in-depth content knowledge in phonics as an alternate focus. Our faculty members use the NCTEL sample tests in a mock testing session to ensure our candidates' familiarity with the testing genre. The Elementary Coordinator disseminates sample tests to other faculty so they can examine these high stakes documents and reflect on what areas of course content or pedagogy need adjusting. Since Spring 2015, the elementary program hosts informational and instructional test prep sessions to support candidates.

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.

Elementary candidates are exposed to the concepts of formative and summative assessment early on in our program when they receive constructive formative feedback on lessons and disposition check lists. Our candidates learn about different examples of curriculum-based assessments. Our candidates create project-based unit plans that include formative and summative assessments. During EDU 313: Methods of Reading, our candidates observe master classroom teachers completing mCLASS 3D reading assessments and beginning in Fall 2013 our candidates used recently acquired iPADS to complete mock benchmark assessments. Progress monitoring software may be different in each county or system; therefore, we attempt to examine a variety of benchmarking tools; we do know that mCLASS is a statewide initiative and so a respectable amount of time is dedicated to building candidates' familiarity with this assessment tool. We also know that upper elementary teachers need to be familiar with the online writing assessment system as well as the possibility of performance-based Measures of Student Learning.

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

Integration is a critical skill when teaching, especially in elementary school. Candidates are expected to find ways to integrate arts instruction in our Science and Social Studies Methods class. A full day observing at one of our partner schools, an expeditionary learning charter school, demonstrates to our candidates ways to collaborate with the school's art and music teacher to enhance and enrich the curriculum. Candidates are then expected to develop unit plans that incorporate aspects of art instruction. EDU 314 Methods in Teaching of Elementary Language Arts and the Arts is a required class for all elementary majors and prepares students to use interdisciplinary strategies for classroom engagement with an emphasis on Art across the curriculum. As of Fall 2014, each elementary education candidate will take an additional course in Visual Arts in their Program of Study to help prepare them with content knowledge to use for future integration of Arts in their curriculum planning.

Starting in Fall 2014, all teacher licensure candidates are required to participate in a two day project-based workshop led by an Expeditionary Learning trainer. One objective of the workshop is for students to learn how to create and teach integrated units based on their required content standards using arts education.

In Spring 2016, all teacher licensure candidates participated in an Arts Integration Workshop taught by instructors from the A+ Schools Program of the North Carolina Arts Council. The goals of the workshop were as follows: to help the future teachers (1) consider the benefits of arts integrated learning while gathering ideas for effectively reaching all students; (2) imagine the possibilities that arise when you bring the arts—visual arts, dance, theatre, and music—together with the Common Core and Essential Standards (3) investigate strategies for engaging students in deep and meaningful processes as they creatively explore connections between the arts and math, science, social studies and language arts; and (4) reflect on their comfort with the arts and build their tool box of learning strategies that support arts integration. We plan for this arts integration workshop by the A+ Schools to be an annual requirement for all of our teacher candidates.

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

Self-Study for Brevard College Teacher Education Program is formative and on-going with annual and five year summative touchpoints of collected data with analysis that generate program changes for improvement. The following is a brief summary of the process and methodology use in our “Self-Study.” More specific details of our “self-study” processes and the data generated with analysis and resulting program changes can be submitted as requested.

Besides the annual Title II reports and IHE Report for the North Carolina Department of Public Instruction used for Program Assessment, Brevard College has an Advisory Council of Teacher Education (ACTE) consisting of all the licensure area coordinators, a rotating contingent of LEA partners, including in-service local teachers and school administrators, and retired community educators, and School Board members. This Advisory Council meets once a month to discuss assessment issues and policies. Each year an annual ACTE meeting is devoted to analyzing

assessments findings and recommending program changes of the past year's graduates.

Additionally, the Teacher Education Program does a Five Year Program Review which is presented to the College's Curriculum and Development Committee. (A Copy of the 2013 five-year review can be submitted upon request.)

Brevard College Teacher Education Program's completers assessed learning outcomes are aligned with the North Carolina Professional Teaching Standards and crossed referenced with former TEAC Claims. (We realize that TEAC is now CAEP with claims that are defined differently, but at this point in time, our assessments are based on the former TEAC claims as they align with the NC Professional Teaching Standards.) Since our program is small, each one of our candidates is seen as a case study representing the strengths and weaknesses of our program. We assess our students' knowledge, skills, and dispositions in order to assess the teaching program as a whole. Thus our students and our program are in essence one in the same, and to assess each individual student is to assess our program. This philosophical understanding is not necessarily the same for larger teaching programs that can, because of larger numbers, rely on more quantitative data for assessment.

North Carolina Professional Teaching Standards:

- Standard I: Teachers demonstrate leadership
- Standards II: Teachers establish a respectful environment for a diverse population of students
- Standard III: Teachers know the content they teach
- Standard IV: Teachers facilitate learning for their students
- Standard V: Teachers reflect on their practice

TEAC Claims:

- Claim 1: Students are Competent in Their Subject/Area Content
- Claim 2: Students are Qualified in Pedagogy
- Claim 3: Students are Caring Professionals
- Cross-Cutting Claim 4.1: Students Know How to Learn
- Cross-Cutting Claim 4.2: Students Understand Multicultural Perspectives
- Cross-Cutting Claim 4.3: Students Integrate Technology into their Instruction

The following internal and external assessments are part of our "Self-Study." Results from these assessments are either analyzed annually or in a five year program review.

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- GPA in content area classes (2.75) is checked upon entrance and exit of Program.
 - Praxis 2 Content Area tests scores in all licensure areas as well as the Pearson Foundation of Reading Tests and General Curriculum Test for Elementary Candidates are monitored and are statistically correlated with GPA in content area courses to see if any changes are needed in content area instruction.
 - An ePortfolio with six performance-based evidences that align with NC Standards and TEAC claims is required from each program completer. Each evidence is annually assessed by an evaluation rubric by teaching faculty for each graduate. Every three to five years, ACTE completes an external evaluation of Evidences 1-6 on a random basis to help provide reliability and validity of the ePortfolio rubric assessment and maintain quality and rigor of each evidence.
 - Cooperating and Supervising Teachers complete six formative narrative-based evaluations for each student teacher and one Summative assessment (*LEA/IHE Certification of Capacity*.) Each assessment has a category relating to each NC Standard. Each year the ACTE analyzes these assessments to find trends, strengths and deficiencies in candidate's performances across NC Standards.
 - Graduating students annually complete a survey with a narrative reflection on preparation strengths and weaknesses in NC Professional Teaching Standards. Education faculty and the ACTE annually analyze to better understand program strengths and weaknesses and cross references findings with other data to see emerging trends.
 - Every 2-5 years, the Program collects data (self-assessments on Standards and BC Program Preparation, teaching accomplishments, leadership positions, further education) from graduate alumni surveys on preparation in content knowledge and analyzes and shares data with ACTE.
 - The Program (Education Faculty and ACTE members) analyzes Candidate Satisfaction Surveys, Employer Satisfaction Surveys, and Education Evaluator Report for NC Teaching Standard 1 through Standard 5 when these reports are available for the State. These two surveys and reports are external evaluations of graduates in the field teaching in NC Schools administered by the North Carolina Department of Public Instruction.

After analysis of all of this data annually and in a five year review process, program changes are recommended and implemented by Education faculty and the ACTE and are presented to Brevard College's Curriculum Development and Assessment Committee for approval. As Henri Bergson, French Philosopher has said, "To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly."

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

Every Brevard College Teacher Education class before the capstone semester of student teacher has embedded within it a clinical experience where candidates are working with K-12 students in schools or after school programs.

- In EDU 205, "21st Century Teacher and Learner," teacher candidates spend at least 15 hours in schools or after school programs tutoring and mentoring low performing and at-risk students with a Growth Mindset model. Schools and after school programs include Rise and Shine Freedom School, Rosman Elementary, Schenck Job Corps, Transylvania County Boys and Girls Club, Pisgah Forest Elementary, and Brevard Academy.
- In EDU 303, "Diverse and Exceptional Learners," teacher candidates spend time observing and volunteering with Exceptional Children classes and teachers and with content teachers demonstrating best strategies with inclusion. Field placements include, Brevard Elementary, Davidson River Alternative School, Brevard Middle, and Brevard High School.
- In EDU 305, "Facilitation of Instruction," teacher candidates observe teaching in schools that exemplify best practices in project and inquiry-based teaching. Field placement sites include Evergreen Community Charter School, Franklin School of Innovation, and Asheville High School.
- Content Method Classes: Every teacher candidate has a field placement which includes observation, mentoring, and co-teaching of at least 15 hours in a public school classroom in their content area specialty. Elementary Education candidates have four field placements covering instruction in the four content areas: math, science and social studies, reading, and language art and the arts, totaling 60 hours of field placement before student teaching.
- Each teacher candidate participates in field experiences working with low performing students during their teacher education experience, but because of logistics, they do not spend a full semester field experience in a low performing school. In 2016-17, the closest low performing school was 50 miles away and this would not be feasible for our students, many of whom do not have transportation until their capstone student teaching experience. We purposefully place students in districts with high ELL populations, Title 1 Schools, and high percentage of free and reduced lunches.

How many weeks are required at your institution for clinical student teaching?

The clinical student teaching capstone experience is a full semester which consists of 16 weeks, if one includes the final examination period.

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

Brevard College teacher candidates begin observing and working at their school sites in their content methods classes the semester or year before their student teaching. Between the content method field experiences and the student teaching capstone semester, teacher candidates have the opportunity to observe and participate in instruction at both the beginning and end of a school semester or year.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

Yes.

**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	1. External Assessment of Senior Research Papers: Transylvania County High Schools
Priorities Identified in Collaboration with LEAs/Schools	1.1 To help create authentic and performance based assessments in our public schools 1.2 To make senior paper/projects, time intensive evaluations, sustainable by supporting public school teachers in their evaluation of the papers 1.3 To create a professional learning community between high school and college English faculty in order to improve student college readiness skills and dispositions in reading, writing, and research
Activities and/or Programs Implemented to Address the Priorities	1.1 Each semester, college faculty members agree to evaluate senior project research papers. Each semester approximately 100-200 papers are evaluated.

	1.2 Each year college English teachers and high school teachers meet in a PLC to discuss the assessment data of these papers and share teaching strategies in teaching research, writing and literacy skills.
Start and End Dates	This senior research project paper assessment has been sustained since 2000-2001, over sixteen years. The learning community, where high school and college teachers meet to discuss assessment results, was started in 2004-2005 and has been on-going since.
Number of Participants	1.1 Each semester, between 100-200 high school students are assessed in their research, literacy, and writing skills. 1.2 Three Transylvania County high school English Language Arts (ELA) teachers and four Brevard College English teachers participated in the learning community in 2016-2017.
Summary of the Outcome of the Activities and/or Programs	1.1 Transylvania County Schools, each year has every one of their senior high school students (approximately 200 students) participate in an authentic assessment of their writing and research college readiness skills. 1.2 Senior English teachers in Transylvania County Schools and English Professors at Brevard College share information and teaching strategies in a deliberate and sustainable way that helps improve the literacy skills of students and helps them be Job or College ready. This year, teachers focused on informational literacy and proper documentation of reliable sources and improving critical writing/thinking and synthesis of ideas.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	2. Dropout Prevention Tutoring: Brevard Middle School
Priorities Identified in Collaboration with LEAs/Schools	2.1 Improve Self-Esteem of Middle School Girls. 2.2 Dropout Prevention 2.3 Improve 21st Century collaboration and communication skills and global awareness 2.4 Increase motivation of "at-risk" students
Activities and/or Programs Implemented to Address the Priorities	2.1 BC's IWIL (Institute for Women in Leadership under the leadership of the Social Studies Licensure Coordinator, developed a one-on-one mentoring program for middle school girls. 2.2 Weekly after-school programming by college role models includes team building activities and programs on body image, conflict-management, public speaking, bullying and professional presentation. 2.3 Brevard College hosts field trips to local non-profits such as The Haven and Free Rein.
Start and End Dates	Inaugurated (2008-2009), project reframed 2009-2010 and continued 2010-2017
Number of Participants	Participants in 2016-2017 included thirteen Brevard College faculty/students and fifteen sixth grade girls.
Summary of the Outcome of the Activities and/or Programs	Fifteen sixth grade girls, identified by teachers and counselors as "at-risk" were mentored and provided experiences in acquiring 21st Century skills in collaboration, leadership, and conflict-management.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	3. General Instructional and Assessment Support: Transylvania County Public Schools: Brevard High School, Rosman High School, Brevard Middle School, Rosman Middle School and Brevard Elementary
Priorities Identified in Collaboration with LEAs/Schools	3.1 Help public school teachers support 21st Century and Performance-Based Assessment Experiences for their students 3.2 Help provide authentic learning experiences for public school students to learn 21st Century knowledge, skills, and dispositions
Activities and/or Programs Implemented to Address the Priorities	3.1 Science, Math, and Education faculty members were judges for individual school and/or regional science and math fairs, giving students and teachers feedback on the projects. 3.2 One English faculty member was a judge for senior projects, giving students feedback on their communication skills. 3.3 Individual faculty members, particularly in the Arts, provided master classes and skills clinics for public school students at no cost. Although the classes and clinics are taught annually, the number of students changes each year depending on the schedules of the Institution of Higher Education faculty and public school teachers. 3.4 Four NC history teacher candidates teach classes to fourth graders on NC history. 3.5 A Physics Professor mentors in Time Science Program at Brevard High School.
Start and End Dates	On-going since 2004
Number of Participants	Ten Brevard College faculty members and seven teacher licensure students participated in the 2016-2017 school year. Over 100 students were served and approximately four public school teachers were involved in the projects and master classes.
Summary of the Outcome of the Activities and/or Programs	3.1 Frequent, on-going, and sustainable learning experiences in Transylvania County Schools are possible because of this partnership and the volunteer work by Brevard College faculty and students. 3.2 Transylvania County teachers receive assistance in performance-based assessments and authentic assessment and TCS students receive more experiential education experiences.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	4. Student Growth Mindset Mentoring Program of Teacher Identified At-Risk Students: Rosman Elementary School, Brevard Academy, Schenck Job Corps
Priorities Identified in Collaboration with LEAs/Schools	4.1 Support academic, social and emotional growth of elementary and secondary students 4.2 Develop "at risk" students' ability to persist 4.3 Support struggling students through weekly contact with college mentors 4.4 Develop positive outlooks related to school achievement and success 4.5 Develop teacher candidates' ability to coach and mentor with growth mindset and perseverance as part of EDU 205
Activities and/or Programs Implemented to Address the Priorities	4.1 EDU 205 (Fall) and EDU 205 (Spring) students visited weekly with mentees during work or recreation periods and created journals to help improve writing skills and helped with reading and math skills.

Start and End Dates	Both Fall and Spring 2016-2017 (This is the fourth year of the Growth Mindset Mentoring Partnership.)
Number of Participants	Approximately thirty college students and thirty at-risk students in the public schools
Summary of the Outcome of the Activities and/or Programs	4.1 Modeled healthy mentor relationships 4.2 Supported students to persevere and develop a work ethic, grit, and growth mindset to improve academic skills
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	5. Collaboration with TEACCH to Offer Autism Spectrum Disorder Workshop: Transylvania County Schools and larger Brevard/Hendersonville Community
Priorities Identified in Collaboration with LEAs/Schools	5.1 To help teachers and parents develop strategies to work with students with Autism Spectrum Disorder (ASD)
Activities and/or Programs Implemented to Address the Priorities	5.1 Brevard College sponsored and organized a three hour workshop presented by experts from TEACCH about working with students with ASD.
Start and End Dates	March, 2017
Number of Participants	This is the sixth year Brevard College has hosted this workshop. Approximately ten parents and teachers from local schools and preschool programs attended the seminar.
Summary of the Outcome of the Activities and/or Programs	5.1 Parents, teachers, and future teachers developed empathy and awareness through simulation of challenges experienced by people with ASD. 5.2 Teachers and parents learned best-practice strategies for helping ASD students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	6. Guided Reading Partnership with Rise and Shine, an after-school program that serves public school students in all Transylvania County Schools
Priorities Identified in Collaboration with LEAs/Schools	6.1 To provide a balanced literacy program for fifty students in grades K-12 6.2 To improve the literacy proficiency of all students enrolled 6.3 To help close the achievement gap for under-represented students 6.4 To provide high quality after-school instruction to students
Activities and/or Programs Implemented to Address the Priorities	6.1 Teacher candidates organized and delivered guided reading instruction. 6.2 Teacher candidates led enrichment groups related to non-fiction texts and math support.
Start and End Dates	Grant written and received in 2012-2013; reading instruction and enrichment began 2013-2014 school year; program continued in 2016-2017 academic year.
Number of Participants	Fall 2013: ten college students helped teach six reading groups weekly to approximately fifty young students. Spring 2014: six college students running eight reading groups. Fall 2014 - Spring 2015: four college students served approximately thirty public school students. Fall 2016: four teacher candidates and approximately forty Rise and Shine students. Spring 2017: six teacher candidates and thirty to thirty-five elementary aged students
Summary of the Outcome of the Activities and/or Programs	Program allows teacher candidates the opportunity to develop literacy instruction and provide enrichment and remediation to at-

	risk youth. Assessment will include pre-post testing on reading levels using Lexile testing material and software. Academic progress in the public schools is measured formally and informally at several intervals throughout the school year. (No Rise and Shine scholar has dropped out of school since the start of the Guided Reading Partnership.)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	7. Brevard College Library Sources and Staff Were Shared with Public Schools: All Transylvania County School students and teachers
Priorities Identified in Collaboration with LEAs/Schools	7.1 Research support 7.2 Literacy Support (Brevard College Library houses the Orton-Gillingham curriculum used to help tutors who work with students in our public schools with severe dyslexia.)
Activities and/or Programs Implemented to Address the Priorities	7.1 Research databases are shared and staff provides mentoring to seniors working on graduation research papers. 7.2 Young Adult Literature and Children's Literature is shared with elementary and middle school students.
Start and End Dates	On-going from 2012
Number of Participants	Five library staff members and over 100 community students and families were served during 2016-2017 school year.
Summary of the Outcome of the Activities and/or Programs	7.1 Improved research and information literacy skills for public school students, K-12 7.2 More reading by children 7.3 Good will in the community
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	8. Math Professional Development: "Project LEAD" Math Licensure Professor Dr. Charles Wallis is one of two Math Professors in NC working with the Math-Science Partnership - a grant funded by DPI. All LEAs in Western and Piedmont North Carolina.
Priorities Identified in Collaboration with LEAs/Schools	8.1 To plan and deliver workshops to secondary teachers on implementing state standards in Mathematics
Activities and/or Programs Implemented to Address the Priorities	8.1 Led a two week summer workshop in Union County, focused on student centered classroom instruction 8.2 Co-Leader in a one week summer workshop for the 18 member "Leadership Cadre" of Project LEAD. Continued participation in ongoing workshops
Start and End Dates	8.1 July 11 - 14, 2016 and July 18 - 21, 2016 8.2 Summer 2016
Number of Participants	One Mathematic and Education Professor from Brevard College and faculty from Meredith College; twenty-eight math teachers from Union County NC.
Summary of the Outcome of the Activities and/or Programs	Project gives quality professional development to secondary mathematics teachers across the state. The workshops had both mathematical and pedagogical content. The pedagogical focus was on student-instruction allowing students to be challenged with some rich mathematical tasks, and using student thinking as the basis for classroom discourse in analyzing and de-constructing the problem. Sixty-four PD hours for the summer workshops which consisted of fifty-six face to face hours plus eight hours credit for sixteen hours of expected pre-session work, reading and reflection

	(two hours outside work = one PD hour of credit). Up to twenty PD hours for the follow-up sessions which consisted of twelve face to face hours plus eight out of class credits for expected sixteen hours of reading, implementation in the classroom, and reflection.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	9. Participant/Writer of Weekly Newspaper Column called "Everyday Education" in local newspaper by Director of Teacher Education: Transylvania County Schools
Priorities Identified in Collaboration with LEAs/Schools	To better inform parents and community members about teaching and learning issues in their local schools
Activities and/or Programs Implemented to Address the Priorities	Every week a column appears in the <i>Transylvania Times</i> to inform parents. Topics have included Common Core, 21st Century Knowledge, Skills and Dispositions, Homework Policies, Project-based Learning, and Growth Mindset.
Start and End Dates	Began in August 2012 and on-going through 2017
Number of Participants	Writers have included Brevard College's Director of Teacher Education and Elementary Education Professor, a School Psychologist, a Elementary Teacher, a Superintendent of Schools, a High School Teacher, a First Year Teacher and a K-12 Information Technology Specialist. The readership includes residents of Transylvania County, surrounding counties and out-of-state visitors.
Summary of the Outcome of the Activities and/or Programs	The column regularly receives letters from readers and has kept alive a dialogue in the community about important school issues including curriculum, policies, and technology issues. Twenty-first Century teaching is about community and family involvement in our public schools and this column fosters this.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	10. Aid to high school students during College Application Week: Transylvania, Buncombe, and Henderson LEAs and CFNC.org.
Priorities Identified in Collaboration with LEAs/Schools	Help high school students in applying for college
Activities and/or Programs Implemented to Address the Priorities	Admission faculty and staff gave high school seniors application advice, reviewed essays, and answered logistical questions for the application process.
Start and End Dates	November 1, 2016
Number of Participants	Two Brevard College staff and approximately twenty-five high school seniors with parents
Summary of the Outcome of the Activities and/or Programs	Twenty-five students accepted into higher education who may not have been otherwise
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	11. Project and Inquiry-Based Learning Workshop: Transylvania County, Buncombe County, Henderson County
Priorities Identified in Collaboration with LEAs/Schools	11.1 To model project-based learning (PBL) and interdisciplinary content learning experiences 11.2 To provide participants with instructional strategies and the planning process to help them create PBL units and lessons
Activities and/or Programs Implemented to Address the Priorities	A two day workshop, ten contact hours of face to face instruction with a trained Expeditionary Learner and PBL expert

Start and End Dates	September 26 - 27, 2016
Number of Participants	Twenty three pre-service teachers, ten in-service teachers and three Brevard College faculty members
Summary of the Outcome of the Activities and/or Programs	Thirty-one current or future teachers walked away with a better understanding of project and inquiry-based learning. Selected quotes from Exit Tickets speak to the learning in the workshop: "I am excited about teaching again." "This type of Pedagogy shows the importance of curiosity to learning." "I walked away with four new strategies to engage students in learning."
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	12. "Solar Impacts" Heliophysics Workshop at PARI:: Brevard College and Pisgah Astronomical Research Institute (PARI) Grant Collaboration. Western North Carolina educators in Tier 1 and 2 Counties (Avery, Burke Caldwell, Cherokee, Clay, Cleveland, Graham, Jackson, Macon, Madison, McDowell, Mitchell, Polik, Rutherford, Swain, Transylvania, Yancey)
Priorities Identified in Collaboration with LEAs/Schools	12.1 Offer middle and high school science teachers in western NC the opportunity to learn about the sun, its cycles and, its impact on earth 12.2 To equip teachers with the tools necessary to understand teach STEM curriculum 12.3 Helping teachers build knowledge, skills, and dispositions to inspire students to pursue education careers in science, technology, engineering and mathematics (STEM)
Activities and/or Programs Implemented to Address the Priorities	12.1 Demonstration of innovative activities with educators during workshop setting at Pisgah Astronomical Research Institute (PARI)
Start and End Dates	Saturday, February 18, 2017
Number of Participants	Twenty-four in-service educators that serve K-12 age students and seven pre-service teachers from Brevard College
Summary of the Outcome of the Activities and/or Programs	Selected quotes from attendees speak to the learning in the workshop: "I am prepared for the 2017 solar eclipse." "I know better how to teach inquiry-based science." "I plan to bring my students to PARI in the future to use their resources to help engage my students in STEM curriculum."
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	13. Teaching 21st Century Collaboration and Leadership Skills Partnership: Brevard Middle School
Priorities Identified in Collaboration with LEAs/Schools	Improve the 21st Century skills (Collaboration, Leadership, and Interpersonal) of middle school students
Activities and/or Programs Implemented to Address the Priorities	Full day instruction of collaborative skills with team-building activities
Start and End Dates	Began Spring 2015 and continued through April 22, 2016
Number of Participants	Four Brevard College WLEE faculty, three middle school teachers, twelve college students and approximately 200 eighth grade students

Summary of the Outcome of the Activities and/or Programs	Initial reports from the middle school teachers were highly favorable. They commented on "the high level of engagement and participation of all students" and "the leadership and collaboration skills the students were taught."
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	14. Diversity Forum: Transylvania, Henderson and Buncombe County Schools
Priorities Identified in Collaboration with LEAs/Schools	Series of informational session workshops on issues related to diversity including LGBT students, dyslexia, cyber--bullying, and culturally relevant teaching practices
Activities and/or Programs Implemented to Address the Priorities	Invited larger educational community to participate in the forums to learn and grow their ability to "welcome all students in the classrooms"
Start and End Dates	January - April 2017
Number of Participants	More than 100 local community members, classroom teachers, and teacher candidates.
Summary of the Outcome of the Activities and/or Programs	Local teachers participated on a voluntary basis to grow their awareness of social equity and diversity issues in our schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	15. Mentoring: Brevard Middle School in Transylvania County Schools
Priorities Identified in Collaboration with LEAs/Schools	15.1 Increase motivation and improve reading skills for middle school students 15.2 Provide 21st Century skills and life skills to middle school students
Activities and/or Programs Implemented to Address the Priorities	College students mentored individual students and provided presentation on life skills and college readiness dispositions.
Start and End Dates	Weekly sessions throughout February 2017
Number of Participants	Five members of Brevard Football Coaching Staff, four current members of BC football team, thirty student athletes from BMS.
Summary of the Outcome of the Activities and/or Programs	Topics of discussion included presentation skills, importance of good grades, Reading is Fundamental, and how the past shapes the future. Weekly homework assignments were designed to further discussion of these topics at home. The program was originally designed for 6 students, but was quickly opened to all middle school athletes. Rosman Middle School expressed interest in replicating this program in Fall 2017.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	16. Art Enrichment: 1. Pisgah Forest Elementary, 2. 12th Grade High School students from schools across the Eastern U.S.
Priorities Identified in Collaboration with LEAs/Schools	16.1 Enrich NC Art Curriculum for Elementary Students, K-6 grades 16.2 Enrich Art Curriculum for 12th grade students by offering participation in professional juried Art Exhibition
Activities and/or Programs Implemented to Address the Priorities	16.1 Creation of an outdoor, public art space, visiting artist question and answer sessions 16.2 BC Art Faculty and Staff organized, judged and displayed an Annual Juried Exhibition.
Start and End Dates	16.1 March 1, 2017 - March 1, 2018 16.2 March, 2017 - April 2017

Number of Participants	16.1 One Brevard College Art Professor, four BC Art students, one Elementary School Principal, one HS Teacher, ten US students, 555 Elementary Students 16.2 Four Brevard College Art Professors, two BC Art Students, one BC Staff member, seventeen High School Art Teachers, 160 12th Grade students
Summary of the Outcome of the Activities and/or Programs	16.1 Elementary Students were exposed to contemporary Public Art for critical analysis. 16.2 12th Grade students received enrichment in the Visual Arts Curriculum.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	17. Facilities Sharing: Transylvania Public Schools
Priorities Identified in Collaboration with LEAs/Schools	17.1 Space needed for technology planning
Activities and/or Programs Implemented to Address the Priorities	TCS school personal used the facility at no expense for a three day technology planning retreat.
Start and End Dates	May 2 through May 4, 2017
Number of Participants	Five TCS school administrators used the facilities.
Summary of the Outcome of the Activities and/or Programs	The technology administrators and school personnel surveyed learning software and completed grants and strategic plans for providing technology for the teachers and students and personnel in the school system.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	18. College Day for At-Risk Middle School Students: William R. Davie Middle School, Roanoke Rapids, North Carolina
Priorities Identified in Collaboration with LEAs/Schools	18.1 Help motivate at-risk and/or students of poverty to start preparing for success in college and to give them an understanding of what it takes to be successful in college
Activities and/or Programs Implemented to Address the Priorities	18.1 Tour of College Campus 18.2 Panel question and answer with college students 18.3 Financial Aid Workshop
Start and End Dates	
Number of Participants	Ten college students and twenty-four middle school students, three public school teachers and administrators
Summary of the Outcome of the Activities and/or Programs	Twenty-four middle school students better understood how to prepare themselves for success in college.
	December 9, 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	19. REJECT Educational Film Screening: Davidson River Alternative School, Transylvania County
Priorities Identified in Collaboration with LEAs/Schools	19.1 Increase awareness of consequences of interpersonal rejection and suicide awareness 19.2 Promote discussion of solutions our community and schools can develop to help nurture mentally healthy young people 19.3 Promote behaviors of acceptance, tolerance, and inclusion of all students in our schools and community
Activities and/or Programs Implemented to Address the Priorities	Film showing and paneling discussion with school psychologists and guidance counselors
Start and End Dates	April 4, 2017

Number of Participants	Approximately 100 students, teachers and community members
Summary of the Outcome of the Activities and/or Programs	19.1 Raised public consciousness about the serious and potentially lethal consequences of interpersonal relationships 19.2 Started conversation about suicide prevention program in our schools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	20. Educational Speaker Forum Sponsor: Bobby Cavnar 2017 NC Teacher of the Year, Transylvania County Schools
Priorities Identified in Collaboration with LEAs/Schools	20.1 Recruitment of future teachers 20.2 Community awareness of important educational issues
Activities and/or Programs Implemented to Address the Priorities	20.1 Speaker presentation and question and answer session
Start and End Dates	Tuesday, March 21, 2017
Number of Participants	Approximately 100 students and community members
Summary of the Outcome of the Activities and/or Programs	Recruited students for teaching and raised awareness of teacher shortage and important educational issues for community members and citizens

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	0
	Hispanic	2	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	17
	Other	0	Other	0
	Total	7	Total	18
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	0
	Total		Total	4

B. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

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				
Elementary				
MG				
Secondary	1	2	0	1
Special Subjects	1	5		
EC				
VocEd				
Special Services				
Total	2	7	0	1

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

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Brevard	4	75	50
Bachelor	State	3,276	84	63

D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.

LEA	Number of Teachers
Transylvania County Schools	18
Henderson County Schools	11
Buncombe County Schools	7

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	27.2
MEAN ACT-Math	*
MEAN ACT-English	*

MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	490.22
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.54
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	2	*
Elementary (grades K-6)	1	*
Health and Physical Ed	1	*
Math	1	*
Institution Summary	5	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

G. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals from your IHE 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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation: Brevard College in 2016-17 served no lateral entry or provisionally licensed teachers.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	3	0	0	0	0
U Licensure Only	1	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
2	5	2

A. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	n/a	n/a	n/a	n/a	n/a	<10
State Level:	.1	2.9	67	28.4	1.6	6973

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	n/a	n/a	n/a	n/a	n/a	<10
State Level:	.1	2.9	59.5	35.7	1.8	6915
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	n/a	n/a	n/a	n/a	n/a	<10
State Level:	0	3.6	71.5	23.7	1.3	6915
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	n/a	n/a	n/a	n/a	n/a	<10
State Level:	.1	4.1	66.2	28.7	1.0	6973
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	n/a	n/a	n/a	n/a	n/a	<10
State Level:	0	2.8	69.3	26.2	1.7	6915
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	n/a	n/a	n/a	n/a		
State Level:	20	64.5	15.6	5021		