

IHE Bachelor Performance Report

Warren Wilson College

2005 - 2006

Overview of the Institution

Warren Wilson College is an independent, accredited, undergraduate liberal arts institution, related to the Presbyterian Church (USA). The College is located on 1100 (recently acquired more) acres that stretch from the Swannanoa River to the surrounding Blue Ridge Mountains. The campus is approximately seven miles from downtown Asheville, the cultural center of western North Carolina. The College enrolled 830 students in the Fall of 2005. The distinct educational program of the College, the Triad Education Program, combines liberal arts academic study, participation in a campus-wide work program (all residential students - some 92% -- work 15 hours per week), and required community service (100 hours) for graduation. In addition, the College emphasizes environmental stewardship in all its practices, and promotes global awareness. The Warren Wilson Worldwide program provides all qualified juniors with an opportunity for a subsidized faculty-led cross-cultural educational experience overseas. The Teacher Education Program has three full-time faculty members and one half-time person who serves as liaison to the Mountain Area Child and Family Center. The Teacher Education enrolls 40-50 students in courses each semester. Approximately 45 students are in the "pipeline" as pursuing an Elementary Education major or a secondary license (students must complete an academic major in English, history and political science, or math). Upon completion of these programs, students are eligible for a North Carolina teaching license. The Education Program is typically graduating 10-12 students each academic year (approximately 10% of the graduating class). May 2006 graduation was higher than usual, including 17 who qualified for NC licensure: eleven in elementary education, one in English/ secondary, two in secondary social studies, and three in mathematics. A new program in comprehensive science was approved by the college and is seeking authorization for licensure. The College draws students from across the country: approximately 20% of the incoming class is from North Carolina. Nonetheless we automatically have our program completers fill out applications for NC licensing and believe our high-quality field placement sites encourage them to teach in our community. Locally teaching graduates return to campus as guest speakers, explaining and promoting local public education and the career of teaching. The report year 2005-2006 was focused on preparations for NCATE and NCDPI program approval visits scheduled for the fall of 2006.

Special Characteristics

To assess undergraduates, the Teacher Education Program promotes four key qualities that are aligned with INTASC and NBPTS standards for quality teaching. In order to graduate from the Teacher Education Program and be recommended for a license, future teachers must demonstrate

their 1) passion for, and commitment to, understanding diverse learners and learning; 2) agility and creativity in teaching built on knowledge of academic disciplines; 3) initiative and responsibility in promoting and recognizing student learning; and 4) self-reliance and collegiality within the teaching profession, balancing individual reflection and learning from experience with the support and necessary guidance of veteran educators.

Program Areas and Levels Offered

The College grants a Bachelor of Arts degree in Elementary Education (Eligible for a North Carolina K-6 Elementary Teaching License). Through the Teacher Education Program, Secondary (9-12) North Carolina Licensing is earned in addition to academic majors in English, History and Political Science, and Mathematics. As the Teacher Education Program prepares for Program Approval Team visits in the fall of 2006, we will be closing the secondary biology program and seeking authorization for a comprehensive science licensure program. The College has approved a B.A. in Science and Secondary Education with concentrations in biology, chemistry, or environmental studies.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.)

Warren Wilson College has formal agreements with two local LEAs: The Asheville City Schools and Buncombe County Schools. In the Asheville City Schools, the Teacher Education Program is especially connected (through observation and field work site placements and Advisory Board membership, as well as other collaborative projects and individual faculty service) to Isaac Dickson Elementary, Claxton Elementary, Jones Elementary, and Asheville High School. With the Buncombe County Schools, the College is especially connected to C.D. Bell Elementary, Haw Creek Elementary, W.D. Williams Elementary, and Black Mountain Primary and Elementary, CD Owen Middle and High Schools, and A.C. Reynolds High School. The Teacher Education Program works with all three local Charter Schools, including service on their boards: Francine B. Delany New School for Children, the Evergreen Community Charter School, and ArtSpace Charter School.

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<p>The Mountain Area Child and Family Center. The Center is a non-profit supported by Early Head Start funding and extensive community fundraising. The MACFC is a blended-funding program: more than 50% of the children are from families who qualify for subsidized childcare. There is a MACFC liaison hired in a half-time position with the Teacher Education Program at Warren Wilson College.</p>	<p>1. Prepare and develop high quality teachers through increased pre-service candidate interaction with the programs and family services of a 5-star child development center. 2. Collaborate on advocacy for children through partnerships with the community and business leaders.</p>	<p>The MACFC represents a dynamic model of quality childcare and early childhood development, providing experiential learning for current and future teachers, while serving children and families through innovative collaborations with education, health care, and community organizations. SBE priority #2 Quality Teachers, Administrators, and Staff: 1. The MACFC Liaison coordinated information sessions and visits to the MACFC in order to enhance Teacher Education Courses. 2. MACFC Executive Director and three staff members were guest presenters in Foundations of Education (required of all Teacher Education students). Their topics included the critical role of early childhood experiences for long term educational and life success. They also described the MACFC's Early Head Start</p>	<p>Prepare and develop high quality teachers: 1. 30 Students in preliminary Teacher Education courses heard presentations about and visited MACFC classrooms. 2. 10 Students in the Foundations of Education course participated in a MACFC session and later integrated their new understanding into readings by Ruby Payne and other authors on poverty and its impact on education. 3. The MACFC is assigned 3 or more College workers each semester, each of whom works 15 hours per week under the supervision of the MACFC Liaison. --- Collaborate on advocacy for children: The April program featuring MW Edelman was covered by local television and newspaper. The MACFC was featured as a high quality place for young children of all economic backgrounds. Further collaboration is planned related to outreach to</p>

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		<p>Programs, in the Centers and with Stay-at-Home families, for helping families in poverty. 3. The MACFC Liaison created a program handbook and other materials to facilitate opportunities for crew members (whom she supervised) and volunteers. --- SBE priority #5 Strong Family, Community and Business Support. --- The Teacher Education Program was closely involved with the visit of Marion Wright Edelman to the MACFC.</p>	<p>families with children who have special needs.</p>
<p>Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School</p>	<p>Prepare high quality new teachers through utilizing the expertise of master and accomplished teachers, and the knowledge and leadership of school administrators, in collaboration on teacher education program requirements and activities.</p>	<p>Advisory Board / Alumni collaboration for high quality teacher education: K-12 faculty and administrators from Asheville City, Buncombe County, and local charter schools meet with the Teacher Education Committee at least yearly through convening the Advisory Board. The local teachers and administrators include graduates of the Warren Wilson TEP and others</p>	<p>1. Successful annual meeting involved 33 representative teachers and administrators from LEAs and local charters. 2. Follow-up department meetings led to specific revisions in the Student Teaching Handbook and other information provided for student fieldwork experiences and host teachers. These included revision of evaluation forms, clarification of</p>

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		<p>who have served as cooperating teachers and mentors to pre-service teachers. As a result of this meeting and individual consultations with Advisory Board members: 1. Revised the Student Teaching Handbook in light of cooperating teacher expectations and TEP expectations for lesson planning and related preparation for teaching. 2. Revisited fieldwork sequence in light of challenges for supervision and enhancing communication between schools and College 3. Utilized the Advisory Board mailing list and network for contacts for the formal meeting as well as individual consultations and requests for placements.</p>	<p>professional dispositions, and new forms to facilitate communication between host teachers and Warren Wilson College.</p>
<p>Buncombe County Schools; ArtSpace Charter School</p>	<p>Provide community support to local schools through volunteer service to improve and upgrade facilities.</p>	<p>Service Day/ Swannanoa Pride Day Fall 2005 Service is a critical dimension to the College Triad. All new students at Warren Wilson College experience Service-</p>	<p>More than 300 students, staff, and faculty participated in this Service Day</p>

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		Learning from the beginning of their enrollment. All newly enrolled students completed projects at three local schools. Work was done on a raised-bed vegetable garden and nature trail at W.D. Williams Elementary School; a tall screen was erected and landscaping/ drainage work done at ArtSpace Charter School; and a gardening shed was built at Buncombe Community School East.	
Asheville City Schools and Buncombe County Schools, as well as local charters, with specific programs at: Randolph Learning Center, Erwin High School, and Presbyterian Homes for Children after-school programs; Buncombe Community School East, Owen Middle and High Schools, and the Latino Learning Center; the Health Adventure, Emma Homework Club, ArtSpace and Evergreen	1. Support K-12 student success through tutoring and mentoring programs. 2. Collaborate with local non-profit agencies and others in the community in order to deliver tutoring and mentoring to at-risk children and young adults.	In its fifth and final year, the Service-Learning Office's Janirve Tutoring and Mentoring Grant provided support for at-risk students. 1st and 2nd year service-learning crew members made weekly commitments to tutor and mentor at-risk children in the Randolph Learning Center, Erwin High School, and Presbyterian Homes for Children after-school programs. Junior and Senior crew members, as well as other	Warren Wilson College students completed approximately 2000 tutoring sessions of over 5000 documented hours of tutoring and mentoring.

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<p>Charter Schools, TC Roberson, Bell Elementary, and the Shiloh Family Center.</p>		<p>students from the Warren Wilson campus, tutored and mentored youths at Buncombe Community School East, Owen Middle and High Schools, and the Latino Learning Center. Students also mentored kids through the Big Brother/Big Sisters Kids-on-Campus and Montreat Center programs. In addition, students documented work and service hours tutoring and mentoring other populations of children and youth this year in public and private agencies, including the Health Adventure, Emma Homework Club, ArtSpace and Evergreen Charter Schools, TC Roberson, Bell Elementary, and the Shiloh Family Center.</p>	
<p>Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School</p>	<p>1. Improve student performance in science by providing excellent experiential environmental education to 3rd graders. 2. Prepare high quality teachers by providing opportunities to deliver Eco-team lessons in</p>	<p>The Eco-Team of the Environmental Leadership Center teaches throughout the LEAs and charters in the Buncombe County area. The mission of the Environmental Leadership Center is to raise awareness of local, national,</p>	<p>There are six Warren Wilson College students on the Eco-team work crew and there were additionally 24 student volunteers teaching. Eco-team members and volunteers taught 445 hour-long lessons, reaching 1,600 third-graders</p>

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	area schools.	and global environmental realities and to inspire youth to reflect, to communicate, and to act as responsible caretakers of the earth. SBE priority #1 High Student Performance The Eco-Team provides high quality environmental education opportunities to local schools, with a focus on interactive lessons and science learning aligned with the NC Standard Course of Study. SBE priority #2 Quality Teachers, Administrators, and Staff Eco-team crew students (including Teacher Education Students) and other volunteers taught Eco-team lessons in a wide range of local schools settings, gaining teaching experience and knowledge of many kinds of learners. Lesson topics include: Ecosystems, Air, Habitat, Water, Pollution, Ethics, and the Rainforest and Endangered Species.	representing 85% of BCPS and ACS students.

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<p>Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School</p>	<p>1. Support high student performance by providing experiential and adventure education experiences focused on goal-setting and success. 2. Prepare high quality teachers through providing pre-service candidates with opportunities to lead experiential activities and gain expertise in team-building and goal-setting exercises. 3. Support schools as safe and caring places for healthy students through providing expertise in leading experiential activities that promote teamwork and an appreciation for diversity.</p>	<p>Through coursework requirements for its students, the Outdoor Leadership Program provides experiential and adventure education opportunities to local schools. This year, the Environmental Education class worked with high school and elementary students, providing full-day programming. In the Initiatives classes, students met with teachers at Owen Middle school and then planned a day-long program for the 7th grade classes. In the spring, they again met with the teachers and designed programming aimed at goal setting for success with end-of-year testing for both Owen and Evergreen Community Charter School. In the Challenge Course Facilitation and Management class, students planned and led day-long programs for Owen Middle School 7th graders. The focus in the fall was on team building and goal setting for</p>	<p>Approximately 400 LEA students participated in programs provided by the Outdoor Leadership Program in collaboration with teachers and administrators.</p>

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		<p>the school year. The spring group worked on goal setting for testing success. In the Leadership for Adventure Education course, Students met with Evergreen 8th grade teachers to design and implement a day-long program utilizing the Challenge Course and team building activities aimed at understanding diversity and why it is important. In the Universal Adventure Programming course, students designed a series of adaptive adventure activities working with Owen Middle school students who had physical disabilities.</p>	
<p>Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School.</p>	<p>Support improved student performance through enriching the curriculum with opportunities for the arts, especially music.</p>	<p>Music Programs: Outreach to LEAs Supported by the Music Department and the Swannanoa Gathering Summer Music Programs. Dr. Milton Crofts served as coordinator for the LEAF in Schools & Streets program through the support of the Swannanoa Gathering and its commitment to community</p>	<p>WWC Students served as musical mentors for 12 middle school students at Evergreen Community Charter School and 30 elementary students at Hominy Valley Elementary School. These students joined the 16 voices of the WWC Singers in a performance in Eden Hall at LEAF, the Lake</p>

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		<p>outreach. Music Department faculty accompanied the rehearsal and performance of John Rutter's REQUIEM in October 2005 for the all-county high school choral clinic. Education and Music Department faculty performed as part of the production of Peter and The Wolf presented as part of the musical outreach of the Blue Ridge Orchestra. Education faculty served on the local Asheville Arts Council Grants Panel for funding Arts in Education.</p>	<p>Eden Arts Festival. More than 2000 local students attended Peter and The Wolf at the Asheville HS auditorium.</p>
<p>Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School</p>	<p>Support improved student performance by providing experiential environmental studies opportunities.</p>	<p>The College farm twice yearly hosts two-day "Soil Conservation Field Days" in collaboration with NRCS and Buncombe County. Approximately 500 elementary students learn the basics of soils, forests, stream ecology, and farm practices that enhance wildlife populations and do not damage the environment. In addition many school groups bring classes to visit the farm</p>	<p>Each year the College hosts hundreds of K-12 students who experience the environmental programs and witness environmental stewardship in action.</p>

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		and garden each year. Visits to the WWC Recycling Center included tours and lessons on the various aspects of recycling -- the process, the industry, why it is important, etc. Students from grades K-8 visited. Also, four student volunteers from the Recycling crew helped to organize an ArtSpace Charter School Fundraiser Yard Sale.	
Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School	Support improved student science performance through providing support for science competitions and professional development opportunities for science teachers.	Under the direction of faculty in the Chemistry Department, the WNC Science Olympiad has depended on Warren Wilson College students to serve as judges and assistants for the regional competition. Science faculty provided a workshop for a high school science teacher group at Tremont in the GSMNP. Teachers learned about sampling for meiofauna (tiny organisms) in soil, moss, lichens, and streams. They also discussed the consequences of the loss of biodiversity.	Over 400 middle and high school students participated in the Science Olympiad. Twenty teachers participated in the workshop in the Great Smokey Mountains National Park.

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Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School	1. Prepare high quality new teachers through collaboration with veteran teachers and administrators on programs that expose and educate pre-service and new teachers to challenges and opportunities that arise from the diversity within public schools. 2. Support schools as safe and caring places for healthy students through providing anti-bullying and classroom management training for pre-service teachers and other members of the community who work in public schools.	As part of Warren Wilson College diversity initiatives, The Education Department secured special Fussler Fund support for a workshop on Embracing Diversity. Speakers included a panel of teachers and family service providers from Isaac Dickson Elementary, and two presenters from the NCDPI section for Raising Achievement and Closing The Gap. Program participants were teacher education faculty and students from the area, as well as new teachers from the LEAs and other representatives of the college. The Warren Wilson College Office of Multicultural Affairs partnered with Asheville Buncombe Community Relations Council and parents and children as well as educators in the Asheville City School System this past fall to sponsor an Anti-Bullying workshop.	The Saturday morning workshop received very strong evaluations from its 29 participants and it will provide the basis for planning for further collaboration with other Teacher Education programs in the area as well as LEA partners. The Education Department also revised its requirements for professional dispositions in order to better promote teaching and learning in a multicultural society.

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National Board Certified Teachers in Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; and the Evergreen Community Charter School	Prepare and support high quality teachers through collaboration with NBCTs toward supporting and mentoring pre-service and new teachers.	In February Education department faculty participated in the Asheville City/Buncombe County Summit on utilizing NBCT expertise to recruit and retain high quality teachers. As a result of that meeting, the identified goals were to create opportunities to collaborate in teacher education with accomplished teachers (beyond student teaching supervision) as well as create ways to support new teachers and be involved in induction. This is a challenge for Warren Wilson College because it is primarily undergraduate institution and less that 20% of students are from North Carolina.	As a result of this meeting and subsequent conversation with its leaders, the Education Department will be hosting and facilitating electronic communication between NBCTs and new teachers and student teachers beginning in the fall of 2006.
Governor's statewide initiative to promote North Carolina in the World	Prepare high quality teachers through providing and promoting opportunities for international travel experiences and expanding intercultural understanding.	The goal of this Task Force is to develop opportunities for international educational experiences for future teachers A member of the Education department faculty serves on the Task Force subcommittee for NCIW and Teacher	Participation in the NCIW initiative will continue to enhance knowledge and opportunities related to international education. This is a good fit with the College's Warren Wilson WorldWide program, which subsidizes and

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		Education.	intercultural experiences for College students who have completed 60 or more credit hours. For instance, Education faculty sponsored a summer 2006 trip to Scotland and traveled with eight students who taught lessons and coached students in a theatrical performance.

B. Brief Summary of faculty service to the public schools.

With its college-wide focus on academics, work, and service, the entire Warren Wilson College community makes substantial contributions to the local K-12 schools. The College's 1100 acres provide multiple sites for experiential and environmental activities. The College farm twice yearly hosts two-day "Soil Conservation Field Days" in collaboration with NRCS and Buncombe County. Approximately 500 elementary students learn the basics of soils, forests, stream ecology, and farm practices that enhance wildlife populations and do not damage the environment. In addition many school groups bring classes to visit the farm each year. Through coursework requirements for its students, the Outdoor Leadership Program provides experiential and adventure education opportunities to local schools. This year, the Environmental Education class worked with high school and elementary students, providing full-day programming. In the Initiatives classes, students met with teachers at Owen Middle school and then planned a day-long program for the 7th grade classes. In the spring, they again met with the teachers and designed programming aimed at goal setting for success with end-of-year testing for both Owen and Evergreen Community Charter School. In the Challenge Course Facilitation and Management class, students planned and led day-long programs for Owen Middle School 7th graders. The focus in the fall was on team building and goal setting for the school year. The spring group worked on goal setting for testing success. In the Leadership for Adventure Education course, Students met with Evergreen 8th grade teachers to design and implement a day-long program utilizing the Challenge Course and team building activities aimed at understanding diversity and why it is important. In the Universal Adventure Programming course, students designed a series of adaptive adventure activities working with Owen Middle school students who had physical disabilities. Science education contributions: Under the direction of faculty in the Chemistry Department, the WNC Science Olympiad has depended on Warren Wilson College students to serve as judges and assistants for the regional competition. Science faculty provided a workshop for a high school science teacher group at Tremont in the GSMNP. Teachers learned about sampling for meiofauna (tiny organisms) in soil, moss, lichens, and streams. They also discussed the consequences of the loss of biodiversity. Music Programs: Outreach to LEAs Supported by the Music Department and the Swannanoa Gathering Summer Music Programs include music faculty who served as coordinator for the LEAF in Schools & Streets program through the support of the Swannanoa Gathering and its commitment to community outreach. Music Department faculty accompanied the rehearsal and performance of John Rutter's REQUIEM in October 2005 for the all-county high school choral clinic. Education and Music Department faculty performed as part of the production of Peter and The Wolf presented as musical outreach of the Blue Ridge Orchestra Education faculty served on the local Asheville Arts Council Grants Panel for funding Arts in Education.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The Teacher Education Program's Four Envelopes performance assessment process is important preparation for the NC ILT requirements. Student teaching assessments are aligned with INTASC standards (used for principal evaluation of new teachers). In addition to support of their initial search for teaching positions, student teachers are prepared for their first-year of teaching. They are required to request formal observations (e.g. using the TPAI process) and locally teaching graduates return to campus and guests with advice and information. The Teacher

Education Committee invited the ILT coordinator of the Buncombe County Schools to present information on ILT support and evaluation. This session was attended by TEC and student teachers and provided many insights into how to improve the alignment between our expectations of student teachers and what to help them expect for their first years of teaching. As part of Warren Wilson College diversity initiatives, The Education Department secured special Fussler Fund support for a workshop on Embracing Diversity. Speakers included a panel of teachers and family service providers from Isaac Dickson Elementary, and two presenters from the NCDPI section for Raising Achievement and Closing The Gap. Program participants were teacher education faculty and student teachers from Warren Wilson and from the area, as well as new teachers from the LEAs and other representatives of the college. The annual fall "Teacher Tea" is also an opportunity to gather and network local graduates who are teaching and to support those who are earliest in their careers. In addition, the Education Department's newsletter frequently features graduates now teaching and reports on their adventures across the country. This publication helps maintain a good dialogue between undergraduates interested in teaching and professionals who have graduated from the institution. The Education Department's Learning Resource Center is available for curriculum support, including extensive materials for hands-on science and math teaching, and local teachers and administrators consult with Education Department faculty for ideas and materials. In February Education department faculty participated in the Asheville City/Buncombe County Summit on utilizing NBCT expertise to recruit and retain high quality teachers. As a result of that meeting, the identified goals were to create opportunities to collaborate in teacher education with accomplished teachers (beyond student teaching supervision) as well as create ways to support new teachers and be involved in induction. As a result of this meeting and subsequent conversation with its leaders, the Education Department will be hosting and facilitating electronic communication between NBCTs and new teachers and student teachers beginning in the fall of 2006.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Given that Warren Wilson College is a very small residential undergraduate institution, the stories of two lateral entry candidates we served this year – and their impact on our program - is instructive. A 1970s graduate of the College, the first lateral entry candidate, was a substitute teacher working through the RALC. He had already passed Praxis II, and he needed an additional course in secondary social studies methods to complete licensure requirements. He enrolled in that evening course and was an asset to it. Although he is not a graduate of the Teacher Education Program he earned letters of recommendation based on his good work. Lateral entry candidate #2 contacted the TEP in late December. He was avoiding the RALC because he did not want to take Praxis II, although this did not become clear until later. He had taught several years at a juvenile justice facility. He had taken numerous courses at a nearby institution. After multiple interviews and consultations, and with review of his transcript, the only course he obviously needed was the Foundations of Education course. He enrolled in the course, and the department chair also advised him that he would need to formally apply to the program immediately and make his case for admission, which he did. The Teacher Education Committee reviewed his transcripts and work history and found that his preparation in history and political science was inadequate. The TEC voted to require the candidate pass Praxis II as part of his completion of the Teacher Education Program. This candidate was not happy, immediately dropped the course (he received a full refund of all fees and tuition, despite the passed deadline), and disappeared. As a result of both these candidates, the TEC revised its

minimum requirements for residency and clarified a policy for requiring testing or other proofs of preparation. The small size of the college is a benefit for potential lateral entry teacher candidates because they can meet individually with the Department Chair and receive a detailed transcript review and individual program recommendation. Prior course work taken at other institutions is evaluated by the Education Department Chairperson, often in conjunction with the Registrar, and decisions are approved by the Teacher Education Committee. Each year there are numerous other inquiries about lateral entry options, and the department chair and other Education Department personnel invest substantial time in advising these individuals by email, on the phone, and in person. Because Warren Wilson is a small residential liberal arts college that offers primarily day classes and has limited flexibility for the returning student, we put our emphasis on advising and documenting needs that lateral entry candidates can then fulfill elsewhere, often through a combination of institutions. We often do long-distance advising of graduates who needed information for coursework to pursue prior to their leaving their full-time jobs (or the armed services) and attempting to join a school through lateral entry. The Teacher Education Program Handbook (both in print and on the website) includes clear information for licensure-only and potential lateral entry candidates.

E. Brief description of unit/institutional programs designed to support career teachers.

Warren Wilson College is an undergraduate institution, and as a result career teachers are most often engaged with the College as mentors to interns and cooperating teachers to our student teachers. Although the College does not offer graduate credit in education, there is significant continuing education opportunities provided by the Warren Wilson College programs (including the Swannanoa Gathering, The Archeological Field School, and the Master of Fine Arts in Writing program). As part of Warren Wilson College diversity initiatives, The Education Department secured special Fussler Fund support for a workshop on Embracing Diversity. Speakers included a panel of teachers and family service providers from Isaac Dickson Elementary, and two presenters from the NCDPI section for Raising Achievement and Closing The Gap. Program participants were teacher education faculty and students from the area, as well as new teachers from the LEAs and other representatives of the college. The Saturday morning workshop received very strong evaluations from its 29 participants and it will provide the basis for planning for further collaboration with other Teacher Education programs in the area as well as LEA partners. In February Education department faculty participated in the Asheville City/Buncombe County Summit on utilizing NBCT expertise to recruit and retain high quality teachers. As a result of that meeting, the identified goals were to create opportunities to collaborate in teacher education with accomplished teachers (beyond student teaching supervision) as well as create ways to support new teachers and be involved in induction. This is a challenge for Warren Wilson College because it is primarily undergraduate institution and less than 20% of students are from North Carolina. As a result of this meeting and subsequent conversation with its leaders, the Education Department will be hosting and facilitating electronic communication between NBCTs and new teachers and student teachers beginning in the fall of 2006.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

The Teacher Education Program and the Service Learning Office, as well as other programs utilizing volunteers from throughout the College, are involved in tutoring and mentoring students who are potentially at-risk or otherwise not performing at grade level. Warren Wilson College students completed approximately 2000 tutoring sessions of over 5000 documented hours of tutoring and mentoring. In its fifth and final year, the Service-Learning Office's Janirve Tutoring and Mentoring Grant provided support for at-risk students. 1st and 2nd year service-learning crew members made weekly commitments to tutor and mentor at-risk children in the Randolph Learning Center, Erwin High School, and Presbyterian Homes for Children after-school programs. Junior and Senior crew members, as well as other students from the Warren Wilson campus, tutored and mentored youths at Buncombe Community School East, Owen Middle and High Schools, and the Latino Learning Center. Students also mentored kids through the Big Brother/Big Sisters Kids-on-Campus and Montreat Center programs. In addition, students documented work and service hours tutoring and mentoring other populations of children and youth this year in public and private agencies, including the Health Adventure, Emma Homework Club, ArtSpace and Evergreen Charter Schools, TC Roberson, Bell Elementary, and the Shiloh Family Center. In addition, the Eco-Team of the Environmental Leadership Center teaches throughout the LEAs and charters in the Buncombe County area. There are six Warren Wilson College students on the Eco-team work crew and there were additionally 24 student volunteers teaching. Eco-team members and volunteers taught 445 hour-long lessons, reaching 1,600 third-graders representing 85% of BCPS and ACS students. Lesson topics include: Ecosystems, Air, Habitat, Water, Pollution, Ethics, and the Rainforest and Endangered Species. In the Teacher Education Program specifically, the fieldwork sequence requirements are designed to increase student skills and practical experience in working with at-risk learners, and students will be specifically evaluated on their initiative with, and sustained attention to, individual learning needs. Undergraduate classes in assessment and communication skills are aimed at preparing future teachers to recognize and respond to students of all abilities. In the secondary licensure program, a separate course in classroom assessment is required, combining content-area reading strategies with testing awareness and preparation. Secondary licensing candidates are required to work on writing-across-the-curriculum strategies and techniques for promoting and enriching literacy and critical thinking skills. Elementary education students meet additional requirements in teaching mathematics and integrating the curriculum. They must in addition complete a course in early childhood education (curriculum and practicum) that prepares them to better understand infant and child development and early literacy acquisition. All education students encounter issues of race, poverty, and educational achievement through course work that includes texts such as Paley's *White Teacher* and Payne's *A Framework for Understanding Poverty*.

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

SBE priority #1 High Student Performance: Please see entry related to Service-Learning and other efforts to serve at-risk students. See also IHE contributions in providing experiential education opportunities; environmental and science education materials, instruction, and support; and music opportunities. SBE priority #2 Quality Teachers, Administrators, and Staff. 1. Collaboration with The Mountain Area Child and Family Center (MACFC) a quality childcare

and early childhood development center, providing experiential learning for current and future teachers, while serving children and families through innovative collaborations with education, health care, and community organizations. 30 Students in preliminary Teacher Education courses heard presentations about and visited MACFC classrooms. 10 students in the Foundations of Education course participated in a MACFC session and later integrated their new understanding into readings by Ruby Payne and other authors on poverty and its impact on education. 2. Advisory Board / Alumni collaboration for high quality teacher education: K-12 faculty and administrators from Asheville City, Buncombe County, and local charter schools meet with the Teacher Education Committee at least yearly through convening the Advisory Board. The local teachers and administrators include graduates of the Warren Wilson TEP and others who have served as cooperating teachers and mentors to pre-service teachers. The successful annual meeting involved 33 representative teachers and administrators from LEAs and local charters. Follow-up department meetings led to specific revisions in the Student Teaching Handbook and other information provided for student fieldwork experiences and host teachers. These included revision of evaluation forms, clarification of professional dispositions, and new forms to facilitate communication between host teachers and Warren Wilson College. SBE priority #4 Healthy Students in Safe, Orderly and Caring Schools: As part of Warren Wilson College diversity initiatives, The Education Department secured special Fussler Fund support for a workshop on Embracing Diversity. Speakers included a panel of teachers and family service providers from Isaac Dickson Elementary, and two presenters from the NCDPI section for Raising Achievement and Closing The Gap. Program participants were teacher education faculty and students from the area, as well as new teachers from the LEAs and other representatives of the college. The Warren Wilson College Office of Multicultural Affairs partnered with Asheville Buncombe Community Relations Council and parents and children as well as educators in the Asheville City School System this past fall to sponsor an Anti-Bullying workshop. SBE priority #5 Strong Family, Community and Business Support. More than 300 students, staff, and faculty participated in this Service Day. All newly enrolled students completed projects at three local schools. Work was done on a raised-bed vegetable garden and nature trail at W.D. Williams Elementary School; a tall screen was erected and landscaping/ drainage work done at ArtSpace Charter School; and a gardening shed was built at Buncombe Community School East.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

The 2005-2006 year included a focus on articulating professional dispositions for future teachers. In addition to describing expectations for students who seek to become professionals, this work involved careful description of attitudes toward learning and learners and the kinds of underlying philosophies that are important to successful teaching and the likelihood of successful learning. The Teacher Education Program continues to have a distinct international emphasis. One faculty member sponsored a second Warren Wilson WorldWide Program to Scotland that included Appalachian storytelling and service to local schools. As a result of all these international opportunities, the Teacher Education Program expects to continue to expand its program for foreign travel for future teachers, especially in connection with the NC Center for International Understanding's NC in the World Program.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

Praxis I: Students are advised on the Praxis I requirements upon preliminary application to the Teacher Education Program. This guidance now includes the scores on ACT and SAT that can exempt individuals. The department maintains Tests at a Glance and Learning Plus guides for student review. The required liberal arts distribution requirements in math, college composition, and the humanities reinforce the skills necessary for passing the Praxis I examinations. The College Academic Support Services program enables students to receive individualized attention on test-taking strategies, mathematics reviews, and ongoing composition aid through the Writing Center. Education department members tutor students individually who are having difficulty with the Praxis I requirements; at the same time, they recognize that this is a gateway that some students may not overcome, even with several tries. For one or two students each year, Praxis I is insurmountable, or a student may choose not to continue paying for the test and (as frequently the case) missing by a point each time. These students have the option of continuing in elementary education, earning a major but not a licensure recommendation. Praxis II: On the secondary licensure level, the program requirement of a full academic major in biology, English, history and political science or mathematics ensures deep and broad subject matter knowledge for future educators. They are not required to take the Praxis II exams. The liberal arts requirements for the Elementary Education majors are rigorous, including requirements for hours beyond the college minimums for science, the social sciences, and the expressive arts. Students are further encouraged to take upper level courses to meet requirements where they have appropriate backgrounds or interests. Preparatory discussions for meeting Praxis II requirements are integrated in the student teaching seminar.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

In cooperation with the College's Office of Admission, both the view book of the College and the recruiting DVD include specific sections on Teacher Education Program opportunities. Prospective student applications indicating an interest in education are forwarded to the Education Department, including numerous web inquiries, which are answered personally by the Department chair. Detailed information sheets are provided to all prospective students, indicating course requirements, advising information, and current events and happenings in the department. The College's World Wide Web information pages include links to substantial information about the Teacher Education Program and opportunities for work with local schools in a variety of contexts. Please see also the section above on lateral and licensure-only students. In order to interest enrolled undergraduates in teacher education, the Education Department offers information sessions hosted by the Teacher Education Program for potential majors. There is close collaboration with other academic departments: first year students who express an interest in education are enthusiastically referred to the Education Department for information and further advising. The Department Chair uses multiple opportunities in the College community (Staff Forum, Faculty Body) to remind faculty colleagues of the critical need for high quality teachers to prepare future students for success at Warren Wilson College. Faculty with school-

aged children has been particularly receptive to these initiatives and has sent many talented students to the department. These students often make plans to pursue MAT or other post-baccalaureate licensing options. The introductory course in education, Exploratory Field Work I, has been renamed Classroom Observations K-12, to emphasize "real kids and real schools" from the beginning. Strong field components in other Education Department offerings work to connect undergraduates to local schools through service and study activities. These experiences have proven very powerful for recruiting individuals into teaching. The pre-service fieldwork sequence is similarly a recruiting tool. Because of the critical need for science teachers, and the strong Environmental Science program at Warren Wilson College, a science faculty appointment includes an "Explorations in Science Teaching" course. This course will serve as the gateway for the new comprehensive science program.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

With the advent of a new President for the college, many individuals and programs are advocating for new directions and focus in the coming years. The Teacher Education Committee has sent a letter to the Education Committee of the Trustees, in hopes of their charging the new President with specific goals for minority recruitment -- and providing the tools to accomplish this, most notably scholarship funding. Warren Wilson College already has a wide range of initiatives through its Office of Admission toward creating a more diverse population of undergraduates. Students in the Teacher Education Program complete a fieldwork sequence with experiences that ensure they have multiple experiences with the diverse students in our community. As a rule, the College does not recruit by majors; however, the Education Department has worked with the Admission Office to identify two groups of potential students to have professors call personally. The first group, not particularly diverse, is of students who, in applying, already expressed an intention of working with children and/or majoring in education or earning a teaching license. These are contacted in the interest of Education program recruitment. The second group is more tangentially interested in the College, having filled out an information card at a college fair or made other contact with one of the Admission counselors. These cards are coded to indicate students who are non-white, and the Education faculty makes phone calls or other contacts to these individuals, hoping to attract them to Warren Wilson College or at least to answer any questions they may have.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

During the 2005-06 academic year, the Teacher Education Program worked on articulating dispositions that we believe are characteristic of excellent new teachers. We endeavored to fit the mission and character of our small private institution with some of the challenges offered by public education in an age of accountability. We value these professional dispositions in our colleagues, and we teach and promote these dispositions to all candidates. The faculty strives to demonstrate what it means to be reflective and innovative teachers, serving in communities with head, heart, and hands. The Warren Wilson College Teacher Education Program values these professional dispositions toward teaching and learning. Faculty and candidates should all strive to demonstrate their understanding of these dispositions through practice. 1. Attitudes toward Learning a. Valuing reflective practice and innovation to meet the needs of each learner b.

Having an ability to reflect on and respond to constructive criticism from peers, college instructors, and host/cooperating teachers and other school colleagues and administrators c. Demonstrating a willingness for continued learning, and openness to new experiences and new perspectives

2. Attitudes toward Learners
 - a. Respectful consideration of individuals
 - i. Protecting confidentiality
 - ii. Maintaining professional discretion in the College community and classrooms and in their field placement schools and classrooms
 - b. Sensitivity and respect for differences
 - i. Physical
 - ii. Cognitive
 - iii. Linguistic
 - iv. Socio-cultural
 - c. Recognition of personal experiences and biases and the impact these may have on expectations and beliefs about teaching and learning
 - d. Understanding, especially from the perspective of a classroom teacher, of how an individual's home life, sexual preferences, religious practices, and other important differences will impact his or her experiences in a classroom – and the critical need for each human being to feel he or she belongs and is accepted.
3. Professional Behavior: Future teachers need to make good decisions
 - a. Making good use of free time
 - i. recognizing that teachers are role models
 - ii. making healthy life choices
 - b. Upholding standards of professional appearance in a given school setting
 - c. Practicing professional behaviors in College classes as well as field placements / school settings
 - i. Punctuality
 - ii. Dependability
 - iii. Preparation
 - d. Demonstrating professional commitment through participation in on-campus, local school, and community events.

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	0	Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	14
	Other	0	Other	0
	Total	8	Total	15
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
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
	Total	0	Total	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 Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Elementary (K-6)	5	0
Secondary (9-12)	6	0
Total	11	0
Comments or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	182
MEAN PPST-W	177
MEAN PPST-M	183
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.3
Comment or Explanation	

* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	9	8	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	6	6	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	15	14	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	4	100
Institution Summary	4	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	15					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	6	100	33
Bachelor	State	3,446	92	68

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Buncombe County Schools	35
Asheville City Schools	15
Henderson County Schools	11
McDowell County Schools	10
Haywood County Schools	5
Madison County Schools	5
Charlotte-Mecklenburg Schools	5
Mitchell County Schools	5

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	1	2	1
Number of Surveys Mailed	2	2	2

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

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
3	1	1