

# IHE Bachelor Performance Report

## Warren Wilson College

2006 - 2007

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### Overview of the Institution

Warren Wilson College is an independent, accredited, undergraduate liberal arts institution. The College is located on 1100 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 837 students in the Fall of 2006. 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 cultural and global awareness. The Warren Wilson Worldwide program provides all qualified juniors with an opportunity for a subsidized faculty-led cross-cultural educational experience. 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). Currently 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. The report year 2006-2007 was focused on NCATE and NCDPI visits scheduled in November. The visiting teams were highly complimentary of the program's course- and field- work requirements and our partnerships with local schools. The only area of concern was our assessment system, which we have already begun to address. At the same time, the accreditation process led to some important decisions about the fit between the Teacher Education Program and our institution. Each year we are approached by graduates interested in a career change into teaching, and we have come to believe that a fifth year post-baccalaureate program might be a more effective way for Warren Wilson College to prepare teachers. To that end, this spring we began studying options and planning for a new program in collaboration with several local charter and other experiential public school programs. We are committed to continuing our "triad plus two" program of academics, work, service, environmental stewardship, and cultural and global awareness as the basis for teacher education; at the same time, we intend to create a program that is condensed in time and intense in its fieldwork. Locally teaching graduates return to campus as guest speakers

or host College visitors; they explain and promote local public education and the career of teaching. Several graduates are involved with the planning of our new program.

### **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. This required demonstration includes an evaluation notebook of selected evidence, including student work samples, lesson and unit plans, and examples of outreach to parents and other community partners; a community presentation; and a final evaluation narrative collaboratively written by the cooperating teacher, college supervisor, and student teacher. Our expectation is that the new program will continue to require this kind of high quality performance assessment.

### **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. These programs will all be reviewed and redesigned in preparation for a likely change to a fifth year/post baccalaureate schools-based program. The upcoming 2007-2008 school year will be utilized for studying and planning this transition.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

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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. In April 2007 the MACFC successfully completed the federal PRISM review with no areas of non-compliance. All three sites of the MACFC are 5-star rated by the state of North Carolina.</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.</p> <p>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.</p> <p>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.</p> <p>SBE priority #5 Strong Family, Community and Business Support.</p> <p>The Teacher Education Program was closely involved with the</p>	<p>Prepare and develop high quality teachers:</p> <p>1. 30 Students in preliminary Teacher Education courses heard presentations about and visited MACFC classrooms.</p> <p>2. 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.</p> <p>Collaborate on advocacy for children:</p> <p>More than 60 people attended the luncheon featuring Dr. Olson Huff. The MACFC was active in contacting legislators about issues regarding vouchers and other supports for working families. The ten-member Family School Partnership Committee of the MACFC includes parents, volunteers,</p>

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		program presented by nationally recognized pediatrician and child health advocate Dr. Olson Huff to friends and sponsors of the MACFC. The Education Department chair, chair of the Board of Directors of the MACFC, provided the introduction.	staff, and board members working toward enhancing the Family Resource Centers at each site and developing the volunteer program.
ArtSpace Charter School	Prepare and develop high quality teachers through increased pre-service candidate interaction with public schools and faculty service in public schools	Dr. Lynne Firsell, Education Faculty, served as a volunteer 1st grade teacher, substituting full-time for a teacher on a maternity leave for eight weeks. During this time she also taught her EDU courses in Exceptionalities and Children's Literature on site in collaboration with EDU colleagues. She further used her expertise in Special Education to help with IEPs and organizing other services to students at the charter school.	Dr. Firsell provided full time instruction to 18 first graders as well as collaborating with the primary teaching team during eight weeks of volunteer service.
Evergreen Community Charter School	Prepare and develop high quality teachers through increased pre-service candidate interaction with public schools and faculty service in public schools	In collaboration with the Evergreen Community Charter School, all students enrolled in EDU 305 Educational Psychology made repeated visits to observe and interact with	Each semester there were 14 students visiting classrooms at the Evergreen Community Charter. Faculty of the school reported that the roundtable sessions were very thought

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		Evergreen students over the course of the semester, utilizing these experiences to understand human cognitive development and strategies for group interaction in an experiential public school setting. Each semester the sessions culminated in a teacher roundtable where the faculty of the school could share insights with the pre-service teachers.	provoking and a useful addition to their professional development.
Isaac Dickson Elementary School	Support schools in meeting NCLB and state requirements for all sub-groups	The Education Department chair served as a volunteer on the School Improvement Team, creating a plan for meeting student needs based on disaggregated scores. The chair completed a Professional Development audit and provided recommendations for improving the focus and follow-up of the teacher learning opportunities.	Isaac Dickson has 400+ students enrolled K-5. Three subgroups did not meet AYP for a second year, which is why the School Improvement Plan needed to be revisited.
Isaac Dickson Elementary School	Support the health and fitness, as well as academic achievement, of at-risk elementary female students	Go-to-Goal is a program designed in collaboration between Warren Wilson College Physical Education staff and Education Department faculty. This is a twice-weekly after-	Twelve girls participated throughout the fall and spring seasons. EDU faculty provide guidance to the program and transportation home for the participating students (who

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		school program for underprivileged elementary school girls, providing a snack, homework help, facilitated group activities, and extensive soccer instruction. The participating girls form a team that competes in the county soccer program.	would not have otherwise have been able to attend). EDU faculty who designed Go-to-Goal successfully applied for additional funding from the College's Fussler Fund for a Go-to-Goal Service Project, with the participating elementary students working to improve the grounds of their school.
Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School	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.	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.	This year the Advisory Board met as part of the NCATE/NCDPI accreditation visit in the fall. In the spring, the Teacher Education Program replaced the usual Advisory Board dinner with a special session on new program directions. This group will be the base for partnerships for the new program.
Asheville City Schools and Buncombe County Schools, as well as local charters, and after-school programs including Children First ESL tutoring, the Montford Center, the Mountain Area Child and Family Center, the Presbyterian Home for	<ol style="list-style-type: none"> <li>1. Support K-12 student success through tutoring and mentoring programs.</li> <li>2. Collaborate with local non-profit agencies and others in the community in</li> </ol>	As Coordinated by the Service-Learning Office of the College, 1st and 2nd year service-learning crew members made weekly commitments, and recruited others, to tutor and mentor at-risk children. Students also mentored	Warren Wilson College students on the Service-Learning crew completed more than 1400 hours of tutoring and mentoring; volunteers from the College completed more than 2600 additional hours.

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Children, and the Young Asheville Authors group	order to deliver tutoring and mentoring to at-risk children and young adults.	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.	
Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School	<p>1. Improve student performance in science by providing excellent experiential environmental education to 3rd graders.</p> <p>2. Prepare high quality teachers by providing opportunities to deliver Eco-team lessons in area schools.</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, and global environmental realities and to inspire youth to reflect, to communicate, and to act as responsible caretakers of the earth.</p> <p>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</p>	<p>EcoTeam Stats 2007:  Roughly 1,500 Buncombe County third-graders served  9 WWC student instructors  37 WWC student volunteers  422 one-hour lessons taught  68 classrooms served  16 elementary schools served (2 Charter, 1 Private, 11 County, 2 City)</p> <p>We also secured a Pigeon River Fund Grant to expand EcoTeam into Haywood County. Our commitment is to deliver to 3 elementary schools next year via students from Haywood Community College and Western Carolina University.</p> <p>In addition, EcoTeam was</p>

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		<p>aligned with the NC Standard Course of Study.</p> <p>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.</p>	<p>taught by 29 college students and reached over 1000 third-graders via the following EcoTeam affiliate Universities: Syracuse University University of Washington-Seattle Western Connecticut State University Emory University Davidson College Southern Mississippi University Furman University 7 Americorps volunteers also delivered lessons to 600 Maryland third-graders via the Maryland Conservation Corps.</p>
<p>Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School</p>	<ol style="list-style-type: none"> <li>1. Support high student performance by providing experiential and adventure education experiences focused on goal-setting and success.</li> <li>2. Prepare high quality teachers through providing pre-service candidates with opportunities to lead experiential activities and</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide lessons correlated to NC Standard Course of Study facilitated by students from the Introduction to Environmental Education class.</li> <li>2. Provide team-building activities for K-12 students led by the Initiatives class</li> <li>3. Utilize the Environmental Education Methods class for</li> </ol>	<ol style="list-style-type: none"> <li>1. Two classes of 4th graders from ArtSpace Charter School came for an afternoon of lessons related to the garden and farm. The lessons correlated to standards, and students from Introduction to Environmental Education facilitated the lessons.</li> <li>2. The Initiatives class facilitated an afternoon of team-</li> </ol>

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	<p>gain expertise in team-building and goal-setting exercises.</p> <p>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>teaching content on Soil and Water Conservation during the Buncombe County Field Days.</p> <p>4. Provide an extended workshop on local food through the Environmental Education Methods class The WWC students taught a pre-lesson to 2 classes of second graders and then brought the students to Buncombe Community School East, where the high school students and WWC students co-taught stations in the garden. Then the second graders prepared food from the garden later that week for a picnic on the elementary school grounds with music and representation from all three schools.</p>	<p>building activities for 5 second grade classes at WD Williams and 2 fourth and fifth grade classes at ArtSpace.</p> <p>3. The Environmental Education Methods class taught six 5th grade classes who participated in the Buncombe County Field Days through Soil and Water Conservation.</p> <p>4. The Environmental Education Methods class collaborated with WD Williams and Buncombe Community School East on a two-day project focused on local foods.</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 Crotts served as coordinator for the LEAF in Schools &amp; Streets program through the support of</p>	<p>During the fall 06 semester, 6 WWC student mentors worked with the entire 5th grade at Claxton Elementary (approx. 50). Approximately 20 students joined the WWC folk choir in an October performance at the Kids Village of the Lake Eden</p>

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		<p>the Swannanoa Gathering and its commitment to community outreach.</p> <p>Education faculty performed in a production of Peter and The Wolf presented as part of the musical outreach of the Blue Ridge Orchestra. Education faculty performed with the Asheville Symphony for its "Weather" Concert for students.</p>	<p>Arts Festival.</p> <p>WWC Students served as musical mentors during the spring 07 semester for 12 middle school students at ArtSpace Charter School and 24 elementary students at Hominy Valley Elementary School. These students joined the 28 voices of the WWC folk choir in a performance at the Kids Village at LEAF, the Lake Eden Arts Festival.</p> <p>More than 2000 local students attended Peter and The Wolf at the Diana Wortham Auditorium; more than 3000 students attended the "weather" concert of the ASO at the Thomas Wolfe Auditorium.</p>
Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School	Support improved student performance by providing experiential environmental studies opportunities.	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	Each year the College hosts hundreds of K-12 students who experience the environmental programs and witness environmental stewardship in action.

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		practices that enhance wildlife populations and do not damage the environment. In addition many school groups bring classes to visit the farm 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. The recycling crew also collected a large amount of Box Tops for Education from our paper recycling bin and distributed them to various schools in Buncombe County.	
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. Faculty and students also judged the science fair at the WD Williams Elementary School.	Over 400 middle and high school students participated in the Science Olympiad.
Asheville City Schools; Buncombe County Schools; ArtSpace Charter	1. Prepare high quality new teachers through	As part of Warren Wilson College diversity initiatives and a	Ten WWC faculty staff and students participated in

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School, Francine B. Delany New School for Children; Evergreen Community Charter School. The University of North Carolina at Asheville	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.	follow-up to last year's activities with the RACG workshop, EDU faculty participated in "Building Bridges," an Asheville program on racism and local history. The nine-week session was held in a local school and involved many educators. We then offered a Building Bridges-based session at the College as part of the MLK day of workshops. A further dimension of our work toward increasing undergraduate experiences with diverse faculty came through collaboration in our secondary methods courses at UNC-A. WWC Students shared in a teleconference with secondary methods students at Fayetteville State.	"Building Bridges"; 25 attended the MLK day workshop
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.	The Education Department hosts a wiki site for NBCTs as a starting point for supporting electronic communications among teachers.	The wiki site is expected to expand to include conversations between Buncombe County teachers working on Project Graduation as well.
Governor's statewide initiative to promote North Carolina in the World	Prepare high quality teachers through providing	After serving on the NCIW Task Force subcommittee for Teacher	Education faculty sponsored a summer 2006 trip to Scotland

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	and promoting opportunities for international travel experiences and expanding intercultural understanding.	Education, Education Faculty expect to continue to expand Warren Wilson Worldwide and related opportunities for future teachers as part of our program redesign.	and traveled with eight students who taught lessons and coached students in a theatrical arts performance as well providing community service.
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.	After serving on the NCIW Task Force subcommittee for Teacher Education, Education Faculty expect to continue to expand Warren Wilson Worldwide and related opportunities for future teachers as part of our program redesign.	Education faculty sponsored a summer 2006 trip to Scotland and traveled with eight students who taught lessons and coached students in a theatrical arts performance as well providing community service.

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

As outlined above, the three full-time faculty of the Education Department served on executive boards, school improvement teams, and school committees. They served as facilitators for teacher professional development, and substituted full-time in a local school, without compensation. As section "A" details, 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. As described above, 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. Through coursework requirements for its students, the Outdoor Leadership Program provides experiential and adventure education opportunities to local schools. This year, the Environmental Education classes focused on local food and soil and water conservation. In terms of enhancing science education, the WNC Science Olympiad has depended on Warren Wilson College students to serve as judges and assistants for the regional competition under the direction of the Chemistry Department. Music Programs at Warren Wilson College support local public schools. The Environmental Leadership Center is providing not only science education throughout Buncombe County, but also using its ECO-Team as a model for enhancing science education across the country.

## **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. Last year, the Teacher Education Committee invited the ILT coordinator of the Buncombe County Schools to present information on ILT support and evaluation. This information has been incorporated into the Student Teaching Handbook. As a new initiative this year, the EDU 302 Education Policy and Classroom Practice students traveled to a local elementary school for an extended conversation on serving students living in poverty. The speakers in this roundtable included ILTs as well as veteran teachers, and the focus was on utilizing resources for understanding the backgrounds of students and not making assumptions about their needs as learners. The new teachers reported that they felt enriched by the conversation and that they appreciated an opportunity to reflect on their own teacher preparation. 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.

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

Warren Wilson College is a very small residential undergraduate institution. We did not serve any lateral entry teachers this year, but we are developing our secondary methods teaching and learning modules in collaboration with UNC-A for use in pre-service and lateral entry program. We also collaborated in the delivery of a distance learning class at UNC-A supporting lateral entry students at three additional sites. The Teacher Education Committee has 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 inquiries about alternative and 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). In collaboration with the Evergreen Community Charter School, all students enrolled in EDU 305 Educational Psychology made repeated visits to observe and interact with Evergreen students over the course of the semester, utilizing these experiences to understand human cognitive development and strategies for group interaction in a experiential school. Each semester the sessions culminated in a teacher roundtable where the faculty of the school could share insights with the pre-service teachers. Faculty of the school reported that the roundtable sessions were very thought provoking and a useful part of their professional development. This partnership is part of our vision for our redesigned program.

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

As described in section A, Education Faculty served on the School Improvement Team at a local elementary school that had students in NCLB subgroups who did not meet AYP for a second year. The Go-to-Goal after school program is designed to support disadvantaged students in both academics and health and wellness. 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. 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. 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. This group forms the core of K-12 personnel involved in program redesign. SBE priority #4 Healthy Students in Safe, Orderly and Caring Schools: The Go-to-Goal program includes conflict resolution training and nutritional guidance for disadvantaged students in this after-school support initiative. SBE priority #5 Strong Family, Community and Business Support. More than 300 students, staff, and faculty participated in this

Service Day. Work with the Mountain Area Child and Family Center is focused on excellent early childhood care and advocacy for children and families.

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

As part of completing the process of hosting accreditation visits this fall, the Education Department has focused on moving to an electronic database system as a better means of carrying out program evaluation.

**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. We appreciate this change to state policy, as well as the recent decision to approve combine scores. 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. The new combined score policy would have alleviated this barrier. We will continue to offer students 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 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. As we look to our program redesign, we expect to set high standards for the post-baccalaureate candidate, and we may require Praxis II of all program completers.

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

The following information has been true until the Spring of 2007. As we look to redesign our program, we do not expect to admit new students to the current program. However, we expect to utilize many of the same strategies, and more, in recruiting candidates into the new program after it is launched, possibly as soon as Fall 2008. In cooperation with the College's Office of Admission, both the viewbook 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.

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

Please see note above regarding changes to the program design currently in progress. The College has appointed a new director of Multicultural Affairs and we expect to work closely with him, as well as the Office of Admission, as we redesign Teacher Education and create materials for recruiting post-baccalaureate students into teaching. With the advent of a new President for the college, many individuals and programs have been advocating for new directions and energy in minority recruitment. Last year the Teacher Education Committee 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. We believe

the College is making important progress in these directions, and we intend to build on these efforts as we redesign our program.

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

## 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	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	9
	Other	0	Other	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>9</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,100
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	183
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.39
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		5		
Middle Grades (6-9)				
Secondary (9-12)		2		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel		1		
Total	0	8	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	7	100
Institution Summary	7	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

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

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

<b>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	15	80	40
Bachelor	State	3,909	94	68

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007**

<b>LEA</b>	<b>Number of Teachers</b>
Buncombe County Schools	35
Asheville City Schools	16
McDowell County Schools	12
Henderson County Schools	10
Haywood County 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.	*	*	3.40
preparation to effectively manage the classroom.	*	*	2.80
preparation to use technology to enhance learning.	*	*	3.20
preparation to address the needs of diverse learners.	*	*	3.40
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	3.40
Number of Surveys Received	≈ 2	≈ 4	≈ 5
Number of Surveys Mailed	10	10	10

\* Less than five survey responses received. Results will be added to next year's responses.

≈ Less than five survey responses received last year. Last year's responses were added to this year's 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		