

IHE Bachelor Performance Report

Warren Wilson College

2007 - 2008

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 875 students in the Fall of 2007. 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 – more than 90% - 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. In 2007-2008 The Teacher Education Program was reduced to two full-time faculty members and one half-time person who serves as liaison to the Mountain Area Child and Family Center. Before this year, the Education department typically enrolled 50 or more students each semester. However, through the leadership of the Education Department, the College has decided to make significant changes to the Teacher Education Program, leading to a 5th-year post-baccalaureate field-intensive program based on the 21st Century Learning Standards and the Future-Ready Students priorities adopted by the SBE. This report describes a number of changes in process in order to meet the new standards: the Warren Wilson College Teacher Education Program is excited about the directions that are possible under these new guidelines. As we design and implement the new program, approximately 20 students are in the "pipeline" pursuing an Elementary Education major or a secondary license (students must complete an academic major in English, history and political science, or math). The last undergraduates will complete the program in the spring of 2010, and the new 5th year program is expected to enroll students the following fall. It is also expected that the undergraduate program will continue to provide multiple opportunities for students to explore careers and have experiences related to preK-12 teaching, including service as tutors and mentors such as those described in this report. The report year 2007-2008 was focused on the transition from the current to the new program. Much of the preK-12 involvement reported below is a result of the partnerships that are part of our preparation for the change. As we reported last year, we began by studying options and planning for the 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: future teachers will be in a classroom full-time for an entire academic year.

Special Characteristics

In the fall of 2007, the Appalachian College Association provided the program with an excellent opportunity to support our program redesign. We applied and were accepted as participants in the Mellon Community Initiative. This program provides international expertise and funding for us to emphasize global issues in teacher preparation and to draw on the framework of another important College initiative, Advancing Environmental Literacy. This correlated initiative is an extensive interdisciplinary curriculum project supported by the Arthur Vining Davis Foundations. The two full-time faculty in Education and a local elementary school principal went as a team to Salzburg in January for a weeklong work session with similar teams from seven other ACA colleges and seven HBCUs. As part of the grant, the team will return to Salzburg next year, and for two years the Teacher Education Program will utilize a planning grant that allows us to host “listening sessions” and provide stipends for local educators who are helping us redesign our program. As a result of the grant, we are able to more fully utilize the institutional and faculty development resulting from a new college-wide emphasis on the interconnections between economic, environmental, and social justice issues. This initiative allows us to benefit innovative preK-12 educational institutions and future teachers, and to collaborate with diverse teacher education programs.

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. The new 5th year program is expected to offer a wider range of licensure options through our partnerships with local schools: students in that program will have already completed a BA or BS degree in an appropriate academic field.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<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. The Chair of the Education Department is the Chair of the Board of Directors. There is a MACFC liaison hired in a half-time position with the Teacher Education Program at Warren Wilson College. All three sites of the MACFC are</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 and related social sciences courses. SBE priority #5 Strong Family, Community and Business Support: The MACFC is a strong partner of Warren Wilson College. The MACFC receives top state and national ratings for its work with children and families. During this year's College Work Day, a large</p>	<p>If NC public schools will produce globally competitive students, we must prepare and develop high quality teachers and invest in early-childhood education. 1. 15 Students in preliminary Teacher Education courses heard presentations about and visited MACFC classrooms. 2. The MACFC is assigned 5 or more College workers each semester, each of whom works 15 hours per week under the supervision of the MACFC Liaison. (This crew is very popular and its size continues to increase). Collaborate on advocacy for children: The MACFC was active in contacting legislators about issues regarding vouchers and other supports for working families. The Family School Partnership Committee of the MACFC includes parents, volunteers, staff, and board members working toward enhancing</p>

5-star rated by the state of North Carolina.		team of undergraduates worked to clean the Riceville Center of the MACFC and build an extensive nature trail.	the Family Resource Centers at each site and developing the volunteer program.
Asheville City Schools, Buncombe County Schools, and the local charter schools: ArtSpace Charter School, Evergreen Community Charter School, and Francine B. Delany New School for Children. Also SILSA, the School of Inquiry and Life Sciences at Asheville, and the Buncombe County Early College, as well as the Mountain Area Child and Family Center	Prepare and develop high quality teachers through increased pre-service candidate interaction with public schools and faculty service in public schools; 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.	As described above, the process for the new 5th Year Program is based on partnerships with local innovative schools and educators. The Mellon Community Initiative enabled the two full-time faculty in Education and a local elementary school principal to travel as a team to Salzburg in January for a weeklong work session with similar teams from seven other ACA colleges and seven HBCUs. As part of the grant, the team will return to Salzburg next year, and for two years the Teacher Education Program will utilize a planning grant that allows us to host “listening sessions” and provide stipends for local educators who are helping us redesign our program. This is an outgrowth and expansion of our current Advisory Board / Alumni collaboration for high quality teacher education involving K-12 faculty and administrators from Asheville City, Buncombe County, and local charter schools	SBE Goals: NC public schools will be led by 21st Century professionals; leadership will guide innovation in NC public schools. Education faculty made presentations on, and led discussions about the new WC 5th Year Program at multiple local charters and schools, involving at least 65 teachers and administrators. Fourteen teachers were selected for the 4-part listening sessions and were paid for their participation in these program re-design dialogues. These individuals form the core of future educators who will create the professional cohort necessary for the 5th year program’s success.
Asheville City Schools, Buncombe County	Prepare and develop high quality teachers	In preparation for the professional cohort that will guide and provide the	SBE Goals: NC public schools will be led by 21st Century

<p>Schools, and the local charter schools: ArtSpace Charter School, Evergreen Community Charter School, and Francine B. Delany New School for Children. Also SILSA, the School of Inquiry and Life Sciences at Asheville, and the Buncombe County Early College, as well as the Mountain Area Child and Family Center</p>	<p>through increased pre-service candidate interaction with public schools and faculty service in public schools; 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>new 5th year program, we are developing a Consortium of Innovative Schools and Educators. The intention is to provide professional development opportunities for teachers, especially those who are in innovative settings and less likely to have opportunities to meet with other educators engaged in high-quality reform efforts.</p>	<p>professionals; leadership will guide innovation in NC public schools. Thirty local teachers and administrators participated in a workshop with writer and educator (and former consultant to the NBPTS) David Haynes on school innovation and managing change for increased student engagement and performance.</p>
<p>Buncombe County Schools: The Buncombe County Early College and the Erwin School District</p>	<p>Increasing student achievement and reducing the local drop-out rate through collaboration with IHEs and K-12 schools.</p>	<p>As part of the Buncombe County Schools “Summer Bridge” Drop-out prevention grant program, Warren Wilson College will offer a 3-day “Camp Earth” mini-camp. This will involve rising 6th or rising 9th graders to learn about themselves and their local environment (the land and the people) through engaging activities, mostly outdoors, on the Warren Wilson College campus. Participants will have college students as leader/mentors as well as opportunities to engage with college faculty (experts leading the sessions). Mini-camp sessions will be organized</p>	<p>SBE Goals: NC public schools will produce globally competitive students; NC public school students will be healthy and responsible. 240 students are a part of the over-all project; 60 students are expected to participate in Camp Earth.</p>

		<p>around the theme of sustainability. To understand sustainability is to grapple with questions about how environmental, social, and economic priorities can be balanced within communities. Participants (small groups of student will rotate through each of these) will encounter four interdisciplinary areas: 1.Agriculture: farming and gardening and the food on our tables 2. Building and landscaping: the challenge of shelter, and the importance of energy 3. Reuse and Recycling: from trash to art and everything in between in a consuming society 4.Heritage and history: the land around us, and the stories of others who have lived here in different communities with different priorities.</p>	
<p>Evergreen Community Charter School</p>	<p>Prepare and develop high quality teachers through increased pre-service candidate interaction with public schools and faculty service in public schools.</p>	<p>In collaboration with the Evergreen Community Charter School, all students enrolled in EDU 305 Educational Psychology make 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 an experiential public school setting. Each semester the sessions culminate in a teacher roundtable where the</p>	<p>Each semester there are 14 students visiting classrooms at the Evergreen Community Charter. Faculty of the school reported that the roundtable sessions were very thought provoking and a useful addition to their professional development. Students enrolled in child and adolescent development courses also participate in service learning projects as part of their requirements.</p>

		faculty of the school share insights with the pre-service teachers.	
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-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. This program is now being adopted by the Asheville-Buncombe Youth Soccer Association and is expected to expand.	Twelve girls participated throughout the fall and spring seasons. EDU faculty helped provide guidance to the program and transportation home for the participating students (who 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 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	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.	As Coordinated by the Service-Learning Office of the College, students from the Warren Wilson campus, tutored and mentored youths throughout the Buncombe County region.	Warren Wilson College students completed 2278 tutoring and mentoring hours in grades 1-12: the total number of hours spent otherwise working with children K thru 12 was 108. Sites with high number of hours: ArtSpace Community Charter School, Asheville High AVID, Green Meadow Waldorf School, IS 14 Shell Bank Middle School, Johnston Elementary, Big Brothers, Big Sisters, Montford Afterschool, MACFC, Owen High School, Partners Unlimited, Presbyterian

<p>Homework Club, ArtSpace and Evergreen Charter Schools, TC Roberson, Bell Elementary, and the Shiloh Family Center.</p>			<p>Home for Children, WD Williams, and the YWCA</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 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. 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. 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>Stan Cross, director of the Eco Team, was named North Carolina Environmental Educator of the year. The EcoTeam served roughly 1,500 Buncombe County third- graders in 16 elementary schools served. In addition, EcoTeam was taught by 29 college students and reached over 1000 third-graders via the following EcoTeam-affiliated universities: Syracuse University University of Washington-Seattle Western Connecticut State University Emory University Davidson College Southern Mississippi University Furman University</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. 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>1. Provide lessons correlated to NC Standard Course of Study facilitated by students from the Introduction to Environmental Education class. 2. Provide team-building activities for K-12 students led by the Initiatives class 3. Utilize the Environmental Education Methods class for teaching content on Soil and Water Conservation during the Buncombe County Field Days. 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>Environmental Education Faculty and students taught Project WILD lessons in four 3rd grade classes (WD Williams Elementary) Taught hands-on lessons in the WWC garden to two 4th grade classes (ArtSpace Elementary) Taught water conservation lessons in one 8th grade class (Owen Middle School) Taught local food lessons to 4 preschool classes and volunteered at Fall Food Fest (MACFC) Collaborated with at-risk teens from Buncombe Community School to design and teach two days of gardening and cooking lessons for four 3rd grade classes at WD Williams (day 1 in the garden at BCSE, day 2 cooking in the classroom). Taught field-based lessons at Buncombe County Field Days for 5th graders, held at WWC (collaboration with BC Soil and Water Conservation District).</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. Support high student performance by providing experiential and adventure education experiences focused on goal-setting and success. 2. Prepare high quality teachers</p>	<p>Students enrolled in Outdoor Leadership courses offer extensive experiential learning experiences to local school children and young adults.</p>	<p>The Initiatives for Adventure Education class provided two programs for local schools. They planned and then delivered a half day program out on the Adventure Learning Lab for the Owen High School Student Government (20 participants) in the early Fall. They</p>

	<p>through providing pre-service candidates with opportunities to lead experiential activities and 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>also provided a day-long program for students from the Early College (60+ participants). The Leadership For Adventure Education class provided a day long program for AVID program at Asheville High School (60+ participants). The spring Initiatives class led team-building activities with four 3rd grade classes (WD Williams Elementary)Led team-building activities with four 4th and 5th grade classes (ArtSpace Elementary)</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 and theatre.</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 & Streets program through the support of the Swannanoa Gathering and its commitment to community outreach. 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 “musicalympics” Young People’s Concert for students.With every major production</p>	<p>Music faculty served guest clinician for the middle schools' all-county chorus, providing a morning workshop/rehearsal preparing 153 selected choristers from the county middle schools, for an evening performanceEDU faculty served as part of the accompanying orchestra to the All-County Chorus performance of the Messiah. More than 1500 local students attended Peter and The Wolf at the Asheville High School Auditorium; more than 2000 students attended the “musicalympics” Young People’s concert of the ASO at the Thomas Wolfe Auditorium.</p>

		the Theatre sends a letter to high school drama (and sometimes music) teachers inviting them and/or their students to a free preview performance the night before opening night. Faculty take posters to schools and look for opportunities to talk to teachers and students about upcoming productions, and then speak with visiting high school students after performances.	
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 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.	Each year the College hosts hundreds of K-12 students who experience the environmental programs and witness environmental stewardship in action.
Haw Creek Elementary School	Promote global awareness and cultural understanding	Five Warren Wilson College International students represented their countries at an International Fair. They presented about their homeland and culture to 3rd - 5th	The program was four hours and involved 12 different elementary classrooms that rotated to each international student (some were from high school exchange

		graders.	programs as well as the College) to hear the cross-cultural presentations.
Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School. Also SILSA the School of Inquiry and Life Science at Asheville.	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. In addition, there is a new collaboration around physics and environmental science with the SILSA program. Faculty in environmental science provide science-professional development and student enrichment programs throughout the region.	Over 400 middle and high school students participated in the Science Olympiad in Hickory, with eight student judges provided by Warren Wilson College. Sixty students from SILSA participated in two days of chemistry and environmental science activities on the College campus. Faculty taught a summer session to ten students at the Cherokee middle school working on biodiversity and water bears as part of a Burroughs-Wellcome grant to the Great Smoky Mountains National Park. Faculty worked with K-12 (mostly HS) science teachers at Tremont on a one day program on same topic.
Asheville City Schools; Buncombe County Schools; ArtSpace Charter School, Francine B. Delany New School for Children; Evergreen Community Charter School. The University of North Carolina at Asheville, Winston-Salem State University	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.	The UNCA- WSSU – WWC collaborative is aimed at increasing undergraduate experiences with diverse faculty. In the fall, the three institutions designed two ½ day conferences for student teachers and candidates in advanced methods courses. The Center for Diversity at Asheville helped to design and implement sessions on the topic of Building Cultural Competence. Students were linked in a	Based on exit interviews, the 60+ candidates and student teachers enjoyed the experiences and commented on the common views each other had. They rated most highly the get-together at WSSU, where all of our student teachers met, and where the guest presenter was a woman whose area of interest and research is on Cultural Competence. She conducted activities with the students and

		<p>teleconference with follow-up on-line experiences. Then in the spring, students from UNCA and WWC traveled to WSSU for a joint session on cultural competence. The new WWC Director of Multicultural Education is involved in the Asheville Buncombe Community Relations Board, including serving as Chair of Education Outreach, which coordinates community tutoring in elementary schools and working with local teachers.</p>	<p>faculty members to enhance students' abilities to think about issues of cultural competence. The Center for Diversity works with classroom teachers and is a community advocate for increasing cultural awareness. Their activities were ones that preservice teachers can continue to use in their classrooms.</p>
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B. Brief Summary of faculty service to the public schools.

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. And the Environmental Education classes continued its focus 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 it ECO-Team as a model for enhancing science education across the country. College faculty and staff regularly serve as community panel members for Senior Projects in local schools; they volunteer in classrooms as tutors, exam readers, and test proctors, especially to support special needs students; they support local athletic teams.

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

As part of our program redesign, local educators have been paid stipends to participate in listening sessions focused on what the new program's graduates should know and be able to do. These sessions have included a range of educators, including recent program graduates who are teaching locally. In the current program, all candidates complete coursework on outreach to parents and the community, on working with children in poverty, and on utilizing formative assessments, in addition to their extensive guided fieldwork assignments. One result of our “listening sessions” for the new program has been a clearly articulated need for new teachers to understand how they can utilize multiple resources for understanding the backgrounds of students, and not make stereotypical assumptions about their needs as learners. This is an insight that will inform our current program as well as being important to the design of the new one. In the current program, 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 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. These supports of beginning teachers will continue in the new program. We also expect to expand our

ability to work with and support new educators through the new program's field-intensive design.

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. Nonetheless, the small size of the college is a benefit for potential lateral entry teacher candidates. They meet individually with the Department Chair and often receive a detailed transcript review and individual program recommendations (although these individuals typically find that working through the RALC is a better fit with their needs). Policies are in place so that 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 non-education 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. The new Fifth Year Program will not be a lateral entry program per se, but it will be a viable option for mid-career professionals and others interested in teaching to pursue a license and become an excellent teacher.

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). At the undergraduate level, in collaboration with the Evergreen Community Charter School, all students enrolled in EDU 305 Educational Psychology make 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 culminate in a teacher roundtable where the faculty of the school shares insights with the pre-service teachers. Faculty of the school report that the roundtable sessions are very thought provoking and a useful part of their professional development. This partnership is part of our vision for our redesigned program. In order to make the new 5th year program work, we will create a professional cohort of teachers – innovative educators, ideally in innovative school settings like the local charters – to host the candidates and to participate in providing the “training modules” that will qualify the candidates for licensure through an innovative job-embedded setting. We expect the result of this new program will be

multiple new opportunities for supporting, as well as utilizing the expertise, of career teachers. We will move from “picking the brains” of expert veteran K-12 teachers through an Advisory Board (the current situation) to partnering with them in new and innovative ways. In preparation for the professional cohort that will guide and provide the new 5th year program, we are developing a Consortium of Innovative Schools and Educators. The intention is to provide professional development opportunities for teachers, especially those who are in innovative settings and less likely to have opportunities to meet with other educators engaged in high-quality reform efforts. In the fall of 2007 thirty teachers and administrators participated in a workshop with writer and educator (and former consultant to the NBPTS) David Haynes on school innovation and managing change for increased student engagement and performance.

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

As described above, as part of the Buncombe County Schools “Summer Bridge” Drop-out prevention grant program, Warren Wilson College will offer a 3-day “Camp Earth” mini-camp. This will involve rising 6th or rising 9th graders to learn about themselves and their local environment (the land and the people) through engaging activities, mostly outdoors, on the Warren Wilson College campus. Participants will have college students as leader/mentors as well as opportunities to engage with college faculty (experts leading the sessions). Mini-camp sessions will be organized around the theme of sustainability. To understand sustainability is to grapple with questions about how environmental, social, and economic priorities can be balanced within communities. Participants (small groups of student will rotate through each of these) will encounter four interdisciplinary areas. 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*, Payne’s *A Framework for Understanding Poverty*, Kozol’s *Savage Inequalities*, Lareau’s *Unequal Childhoods*, and Delpit’s *Other People’s Children*.

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

Please note that an important focus of the Warren Wilson College program redesign to a 5th Year Program is the goal of meeting the 21st century schools initiative challenge. SBE priority #1 High Student Performance (and 21st Century Learners: In addition to our contributions to the Buncombe County Drop-out prevention grant project, 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: 21st Century Professionals. 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. 2. New program design and 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 and Responsible Students in Safe, Orderly and Caring Schools: The Go-to-Goal program includes conflict resolution training and nutritional guidance for disadvantaged students in this afterschool support initiative. SBE priority #5 Strong Family, Community and Business Support. Work with the Mountain Area Child and Family Center is focused on excellent early childhood care and advocacy for children and families. All program completers encounter extensive work in parent outreach, understanding diversity, and social justice advocacy.

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 has already 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, or a comparably standardized but better examination on content pedagogical knowledge.

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

As we look to redesign our program, we are not admitting 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. Currently, 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. There are some transitional difficulties in explaining the change in programs to prospective students.

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. The WWC-UNCA-WSSU collaborative project described earlier is an important part of our work to support minority teachers – and understanding of the challenges and opportunities of diversity – for all future teachers, not only the ones enrolled in our specific program. The UNCA- WSSU – WWC collaborative is aimed at increasing undergraduate experiences with diverse faculty. In the fall, the three institutions designed two ½ day conferences for student teachers and candidates in advanced methods courses. The Center for Diversity at Asheville helped to design and implement sessions on the topic of Building Cultural Competence. Students were linked in a teleconference with follow-up

on-line experiences. Then in the spring, students from UNCA and WWC traveled to WSSU for a joint session on cultural competence.

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	3	White, Not Hispanic Origin	8
	Other	0	Other	1
	Total	3	Total	9
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
	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
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1196
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	182
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.32
Comment or Explanation	

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)	0	0	0	0
Elementary (K-6)	2	2	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	2	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	2	4	0	0
Comment or Explanation				
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	5	100
Institution Summary	5	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.

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

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	8	100	13
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Buncombe County Schools	34
Asheville City Schools	16
Henderson County Schools	9
McDowell County Schools	9
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	3	4	1
Number of Surveys Mailed	11	11	11

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
2	0	1