

# IHE Bachelor Performance Report

## Brevard College

2011 - 2012

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### Overview of the Institution

Brevard College, located in Brevard, North Carolina, is a liberal arts college of approximately 630 students, offering more than 40 majors and minors and a teacher licensure program. Founded in 1853, Brevard College is the oldest college or university in the mountains of North Carolina. The original purpose of the College, to give young men and women in the mountains of North Carolina an opportunity for education, has been expanded to provide our students with programs and opportunities that help them prepare for meaningful vocations, responsible citizenship, and lifelong personal and professional development. Currently, in 2011, Brevard College hosts a diverse student body of whom 48% are from outside of North Carolina including several foreign countries. The Teacher Licensure Program was granted temporary authorization by the North Carolina State Board of Education in January of 2005. Permanent State approval and National Accreditation by TEAC (Teacher Education Accreditation Council) followed in Fall 2009. Teacher licensure is available in nine areas: K-12 Art, Music, Theatre, and Physical Education; 9-12 English, Mathematics, Science, and Social Studies; and K-6 Elementary.

### Special Characteristics

Students at Brevard College are required to complete a challenging interdisciplinary, liberal arts core curriculum that includes a freshman thematic seminar, a lab course in environmental perspectives, a Humanities linked learning community, a computer literacy course, a senior capstone experience and approximately 40 distribution requirements that provide students exposure to a variety of fields of learning. The General Education Curriculum affirms a lifelong learning engagement that is enhanced and focused by a student's major. The Teacher Education Program offers students the Professional Studies Courses and field experiences that prepare them to receive a NC teacher's license and teach in their particular field of major study. Besides the strong liberal arts focus, the Brevard College Teacher Education Program offers several special characteristics that distinguishes it from other Teacher Education Programs. The Teacher Education Program and the Wilderness Leadership and Experiential Education major (WLEE) are building common relationships in providing experiential learning to candidates. WLEE 220, Theory and Practice of Experiential Education is a required course for all Elementary and 9-12 licensure areas. The College has strong resources for students with learning disabilities and differences. Consequently, the licensure candidates are a part of a learning environment that is student-centered and respects diversity. Partnering school systems provide valuable field experience for Teacher Education students. All Teacher Licensure students are required not only to student teach, but to observe and complete practicums in diverse public school and after school educational settings, and to participate in professional learning communities with in-service teachers and educational leaders in the region. Because of the small size of the program, the Education faculty and Brevard College faculty and staff and community members often forge strong mentor relationships with the students, and these relationships are often maintained after graduation.

## Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p><b>1. External Assessment of Senior Research Papers:</b> Transylvania County High Schools</p>	<p>1.1. To help create authentic and performance based assessments in our public schools.</p> <p>1.2. To make senior paper/projects, a time intensive evaluation process, sustainable by supporting public school teachers in their evaluation of the papers.</p> <p>1.3. To create a professional learning community between high school and college English faculty in order to improve student college</p>	<p>1.1. Each semester, college faculty members agree to evaluate senior project research papers as part of the senior graduation project. Each semester approximately 120 papers are evaluated.</p> <p>1.2. Each year college English teachers and high school teachers meet to discuss the assessment data of these papers and share teaching strategies in teaching research, writing and literacy skills.</p>	<p>This senior research project paper assessment has been sustained since 2000-2001, over ten years. The learning community, where high school and college teachers meet to discuss assessment results, was started in 2004-2005 and has been on-going since.</p>	<p>Each semester, over 120 high schools students are assessed in their research, literacy, and writing skills. Six Transylvania County high school teachers and four Brevard College English teachers participated in the learning community in 2011-2012.</p>	<p>1. Transylvania County Schools each year has every one of their senior high school students (approximately 240 students) participate in an authentic assessment of their writing and research college readiness skills.</p> <p>1.2. Senior English teachers in Transylvania County Schools and English Professors at Brevard College share information</p>

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	readiness skills and dispositions in literacy, writing, and research.				and teaching strategies in a deliberate and sustainable way that helps improve the literacy skills of students and helps them be prepared for College.
<b>2. Dropout Prevention Tutoring:</b> Brevard Middle School	2.1. Improve Self-Esteem of Middle-School Girls. 2.2 Dropout Prevention. 2.3. Improve 21 <sup>st</sup> Century collaboration and oral skills. 2.4. Increase motivation of college-bound students.	2.1. BC’s IWIL (Institute for Women in Leadership) under the leadership of the Social Studies Teacher Licensure Coordinator developed a one-on-one mentoring program for middle school girls. 2.2 Weekly afterschool programing by college role models included team building activities and programs on body image, conflict-management,	Inaugurated (2008-2009), Project Reframed 2009-2010 and continued 2010 through 2012.	Participants in 2011-2012 included 8 Brevard College faculty/students and 11 sixth-grade girls.	Eleven sixth –grade girls, identified by teachers and counselors as “at-risk,” were mentored and provided experiences in acquiring 21 <sup>st</sup> century skills in collaboration, leadership, and conflict-management.

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		<p>and professional presentation.</p> <p>2.3. Brevard College hosted field trips to local non-profits such as The Haven and Free Rein.</p>			
<p><b>3. Environmental Education Workshops/Classes:</b> Brevard and Pisgah Elementary Schools in Transylvania County</p>	<p>3.1. Help engage and excite elementary school students in the Science Standard Course of Study.</p> <p>3.2. Help teach basic competency goals of the curriculum; i.e., 4th grade competency goal 2: “The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.”</p>	<p>Eleven individual workshops/classes corresponding to Science Standards were requested by public school teachers and designed and delivered by Brevard College faculty and student to elementary students and teachers during the two weeks before Earth Day.</p>	<p>This is the 10th continuous year of the environmental education classes; each year the number of workshops/classes requested by teachers has increased. During the 2011-2012 academic year, 11 workshops were requested by the elementary school teachers and were taught between Tuesday, April 17 and Friday, April 27, 2012.</p>	<p>Fifteen Brevard College Science and Teacher Licensure Students and one BC Science Teacher facilitated environment education for eleven elementary teachers and around 200 elementary students.</p>	<p>In 2011-2012, over 200 students were engaged in quality environmental education. Teacher Comments from an evaluation survey included the following quotes; “Great lessons—well-planned and appropriate for kindergarten,” “We were very pleased with presentation. The children learned new respect for trees and Earth Day.”</p>

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<p><b>4. General Instructional and Assessment Support:</b>  Transylvania Public Schools: Brevard High School, Rosman High School, Brevard Middle School, and Rosman Middle School.</p>	<p>4.1. Help public school teachers support 21st Century and Performance-Based Assessment Experiences for their students.</p> <p>4.2. Help provide authentic learning experiences for public school students.</p>	<p>4.1. Three Science, Math, and Education Faculty members were judges for individual school and/or regional science and math fairs, giving students and teachers feedback on the projects.</p> <p>4.2 Two English and Education faculty members were judges for senior projects, giving students feedback on their communication skills.</p> <p>4.3. Two Music professors gave jazz performances at local middle schools to increase students' appreciation in the Arts and Music.</p> <p>4.4. Three art faculty and four art licensure</p>	<p>On-going since 2004: 4.1. Participation as judges and evaluators for this project-based learning is on-going and happens each year. Different faculty members devote their time and expertise as individual schedules allow during the semester.</p> <p>4.2. Individual faculty members, particularly in the Arts, provide master classes and skills clinics for public school students at no cost. Although the classes and clinics are taught annually, the number changes each year, depending on the schedules of the Institution of Higher Education faculty and public school</p>	<p>Over ten Brevard College faculty members and four teacher licensure students participated in the 2011--2012 school year. Over 100 students were served and approximately 10 Science, Math, English and Music public school teachers were involved in the projects and master classes.</p>	<p>4.1. Science and Math Project-Based learning and the Senior Graduation Project are frequent, on-going, and sustainable learning experiences in Transylvania County Schools, partly because of this partnership and volunteer work by Brevard College faculty and students.</p> <p>4.2. Transylvania County teachers receive assistance in performance assessment and TC students receive more experiential education experiences.</p>

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		students mentor art students in senior projects and judge /host the annual High School Art competition.	teachers.		
<b>5. Elementary Math PLC:</b> Brevard Elementary (Transylvania County Schools)	5.1. Math Literacy for Students  5.2 Professional Development for teachers.	5.1. PLC Book group organized by Elementary Ed. Professor to help teachers identify mathematical misconceptions  5.2. Ed. students worked with small groups of children having difficulty with math concepts.	August-December 2011.	Four Brevard College Students, one BC Professor, four Brevard Elementary Teachers, and 82 students.	5.1. Veteran teachers exposed to new math pedagogies,  5.2. Methods students exposed to realities of classroom.  5.3. Elementary students given broader opportunity to develop their math skills.
<b>6. Writing Workshop Professional Development:</b> Hall Fletcher (Asheville City Schools)	6.1. Support for Writing Instruction.  6.2. Support/Retention of Novice Teacher.	6.1. Elementary Professor observed 1 <sup>st</sup> year teachers and provided induction support through conversation and modeling of teaching of language arts lesson.	January –May 2012.	One former BC licensed elementary teacher, one BC Edu. Professor, 24 3 <sup>rd</sup> Graders.	6.1. Strengthened beginning teacher's instructional repertoire,  6.2 Supported beginning teacher through challenging first year.

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<p><b>7. Support of Special Ed Teachers and Students:</b> Brevard Middle and High Schools</p>	<p>7.1. Support Exceptional Education Teachers and Students.</p>	<p>7.1. Method Students volunteered in Exceptional Education classrooms.</p>	<p>January –May 2012.</p>	<p>Three Exceptional Ed. Teachers, 20+ EC public school students and 13 Brevard College students.</p>	<p>7.1. Developed relationships with students,  7.2. Provided companionship by attending extra-curricular events and enrichment classes to mentor EC students.</p>
<p><b>8. Sponsored Autism Spectrum Disorder Workshop:</b> Transylvania County Schools and larger Brevard/Hendersonville Community.</p>	<p>8.1 To help teachers and parents develop strategies to work with students with Autism Spectrum Disorder (ASD).</p>	<p>8.1. BC Sponsored and organized a 3 hour workshop presented by expert from TEACCH about working with students with ASD.</p>	<p>April 30, 2012.</p>	<p>Two EC teacher from TCS, five parents from public school community, and 16 college students and teachers.</p>	<p>8.1. Parents, Teachers, and future teachers developed empathy and awareness through simulation of challenges experienced by people with ASD,  8.2. Teachers and parents learned best-practice strategies for helping ASD students.</p>
<p><b>9. In-Service Teacher Professional</b></p>	<p>9.1 To support 2<sup>nd</sup> grade teacher's</p>	<p>9.1. Advised/Mentored teacher</p>	<p>October 2011-May 2012</p>	<p>One Public School teacher, one</p>	<p>9.1. Read/Edited multiple</p>

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<b>Development:</b> Evergreen Community Charter School in Buncombe County	professional development as action researcher.	through stages of action research to examine impact of peer buddies during writing workshop conferences		BC Methods Student, and one Assistant Professor with 24 2 <sup>nd</sup> grade writers.	drafts of study,  9.2. Provided technical expertise with research through conversation and shared resources.
<b>10. School Improvement Team Support:</b> Evergreen Community Charter School in Buncombe County	10. Improve School.	Attended monthly School Improvement Team meetings and retreats to offer free Profession Educational advice.	2011-present.	One BC Education Professor and 15 members of School Community.	Developed ideas for collaborative planning time for enrichment teachers in order to integrate resources into grade level Expeditions.
<b>11. Mentoring “At-Risk for Dropout” Students:</b> Brevard Middle School	11. 1. Improve Skills in Reading and Math for below grade-level students  11.2 Mentor and improve 21 <sup>st</sup> Century dispositions of initiative, responsibility and accountability for at-risk students.	11.1 Work one on one with carefully chosen at-risk students, two hours per week assessing, tutoring and mentoring.	August through Dec. 2011.	One Middle School Counselor, one Brevard College Professor and four Teacher Licensure Students and eight teachers, and four “at-risk” students.	11.1. Pre and Post Tests in Reading and Math Skills showed improvement of scores.  11.2. End of course surveys of classroom teachers in language arts and math show 4 out of 4 students

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					<p>improved their homework, test grades and attitudes during the 5 month time period,</p> <p>11.3. End of Course survey from parents indicated that 3 out of 4 students were more motivated and working harder on academic work.</p>
<p><b>12. Proctoring for EOG Tests:</b> Brevard Middle School</p>	<p>Proctor EOG Tests</p>	<p>30 minute Proctor Training, 5 days of test administration.</p>	<p>May 3 through May 22, 2012</p>	<p>One Lead Teacher at BMS and three Professors from BC.</p>	<p>Standardized Tests were administrated in professional and honest ways without the school system having to pay money for substitutes.</p>
<p><b>13. Social Studies Enrichment for Elementary Teachers and Students:</b> Brevard Elementary School</p>	<p>Enrich NC Social Studies Curriculum for 3<sup>rd</sup> and 4<sup>th</sup> graders.</p>	<p>College History Majors and Social Studies Licensure students identified relevant NC</p>	<p>March 23, 2012.</p>	<p>One History Professor, nine Elementary School Teachers and 200</p>	<p>200 School Children received enrichment in the Standard Course of Study. Who</p>

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		Social Studies Standards and wrote lesson plans and presented short presentations and interactive activity to help enrich the Social Studies Curriculum.		Elementary School Children	knows, a future Governor or Legislator may have been in one of these classes; for sure, 200 future citizens and voters were.
14. <b>Science Professional Development:</b> Transylvania County Schools	Enrich Science Curriculum	Introduced the following National Science Programs: Project Learning Tree, Project WILD, and Project Aquatic WILD.	March-April 2012.	One BC Science Professor, two TC teachers and 13 BC students.	In-Service Teachers and Pre-service teachers were introduced to curriculum to enrich science learning.
15. <b>Math Professional Development:</b> Math Teachers in NC.	Math Professor serves on the Board of NCCTM and 15.1. Gave academic support to in-service teachers who are enrolled in graduate school,  15.2. helped organize Common Core workshops for teachers across the State.	2 Math teachers received academic support for graduate courses, NCCTM organized Common Core workshops for math teachers across the State.	Academic year 2011-2012.	One BC math Professor and many Math teachers.	Two Math teachers received academic support for graduate courses, NCCTM organized Common Core workshops for math teachers across the State.
16. <b>Graduation</b>	16.1. To help	Rubric	Spring 2012:	One BC	16.1.: 12

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<p><b>Portfolio Assessment:</b> Davidson River Alternative School in TC</p>	<p>create authentic and performance based assessments in our public schools.</p> <p>16.2. To make senior graduation portfolios, a time intensive evaluation process, sustainable by supporting public school teachers in their evaluation of the portfolios.</p>	<p>summative evaluation of student portfolios.</p>	<p>Feedback indicated that this was a worthy project that will continue in the future, every semester.</p>	<p>Professor, three BC students, three TC teachers, and 12 Davidson River Students.</p>	<p>Students received summative assessment for their senior projects.</p> <p>16.2: Authentic assessment processes were made possible and sustainable through collaborative efforts.</p>
<p><b>17. Math Tutoring:</b> Rise and Shine After-School Tutoring Program</p>	<p>17.1. To help public school students with math skills.</p>	<p>Math tutoring Program established- two hours a week</p>	<p>August-December 2012</p>	<p>One BC Math Professor, nine college Math Students, nine Freedom School Scholars,</p>	<p>Nine School children were tutored remediated and enriched in Math skills.</p>
<p><b>18. Establishment of pilot partnership for Math Tutoring and Reading Assistance for students with reading disabilities:</b> Schenck Job Corps, a career and technical education program administrated by the Dept. of Labor.</p>	<p>18.1. To help improve the reading and math skills of Job Corps students so they can complete their job training.</p> <p>18.2. To improve college</p>	<p>Every Wednesday evening, select Job Corps students were tutored one on one to improve literacy skills and reading comprehension and math skills.</p>	<p>January to May 2012.</p>	<p>One Job Corps Instructor, one Special Ed Instructor at Job Corps, one BC Education Professor, nine BC teacher licensure</p>	<p>18.1: In a survey administered to students at the end of the program, all students, six of which had perfect attendance, agreed that their reading</p>

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	and job readiness skills for disadvantaged youths.			students, nine Schenck Job Corps Students	<p>and math skills had improved during the semester. Three students improved reading scores on TABE pre-post assessment tests.</p> <p>18.2.: Attitudes of Job Corps students improved as indicated in end of tutoring survey comments: “now I wanna try to take some College classes,” “This experience helped encourage me to consider college in the near future,” and “She was the best tutor I have ever had—I can</p>

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					<p>now understand math reading problems,”</p> <p>18.3: Ken Barton, Work Program Office for Job Corps and the Dir. of Teacher Education are revising the program exploring ways to make this pilot partnership sustainable.</p>
<p><b>19. Brevard College Library Sources and Staff Shared with Public Schools:</b> All Transylvania County School Students.</p>	<p>19.1. Research Support</p> <p>19.2. Literacy Support</p>	<p>19.1. Research databases are shared and staff provides mentoring to seniors working on graduation research papers,</p> <p>19.2. Young Adult Literature and Children’s literature is shared with elementary and middle school students.</p>	<p>2011-2012.</p>	<p>Four Library Staff Members and over 50 students and families.</p>	<p>19.1. Improved research and information literacy skills,</p> <p>19.2. More reading by children, 19.3 Good will in the community.</p>

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

The mission of Brevard College includes service to the community, and the College is committed to this endeavor. The emergence of a Teacher Licensure Program has solidified and formalized an already established relationship between Brevard College and the local schools. Examples of this service follows: The Program Director helps facilitate the evaluation of Brevard High School senior graduation research papers and the Davidson River senior graduation portfolios, and helps judge senior graduation project oral presentations at Rosman High School. Most recently, the Teacher Education faculty and the faculty at Schenck Job Corps have developed a partnership for teacher licensure tutors to provide reading and literacy assistance to Job Corps student preparing for vocational trades and jobs. The Elementary Education Professor, experienced as a literacy coach, provides in-service training on reading to elementary school teachers and assistants. The English Licensure Program Coordinator serves on the Brevard High School Improvement Team, judges senior oral projects at Rosman High School, and coordinates the assessment of senior project research papers and a professional learning community between high school English teachers and College English professors. Brevard College music faculty have instructed students in both Transylvania and Henderson Counties in percussion techniques, prepared public school music students for NC Honor's Choir auditions, provided workshops as guest clinicians to public school classrooms, and coached the brass players at the local high school. Two of our Science and Math Teacher Licensure faculty judged the local science fair, and two other Teacher Licensure faculty members were Senior Project judges. Our entire English faculty assessed the written Senior Project papers for the county schools. The Science Department of the College plans and provides all of the programs for Earth Day that take place in the Transylvania County elementary schools. The programs are provided by our faculty and several of our education program students. Many of our faculty members and students are involved in tutoring and learning enhancement programs in both Transylvania and Henderson County schools (i.e. Boy's and Girl's Club, El Centro, and Rise and Shine Freedom School). College women in the IWIL Women's Leadership Program have designed and participated in an on-going mentoring program since 2008 for at-risk middle school girls in Brevard Middle School. Our Social Studies Teacher Education Coordinator and several of our teacher education program candidates take part in that program. Our Social Studies Teacher Licensure Coordinator and her NC History Class teach NC History lessons to Brevard Elementary students. Our Science Coordinator facilitates environmental education methods workshops for teachers in Transylvania County. The Art Education Coordinator and other art faculty annually provide a Round Table Weekend for High School Art Teachers. The Art Department also hosts and judges the annual High School Art Competition on our campus. This is not a complete list, but only a sampling of the many examples of the service our faculty offers the public schools during this academic year. Many faculty volunteer their time and expertise without reporting it because the campus motto "to learn in order to serve" is such an inherent part of our campus life. Service to the greater community in Education is part of the culture at Brevard College.

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

Supporting beginning teachers is important to the Program Faculty at Brevard College. Since it is a new program with a small number of graduates, it is very easy to maintain contact by e-mail and telephone. When our supervisors are in the K-12 schools, often classroom teachers will ask their advice because the College faculty represents non-adversarial persons who can serve as

informal mentors. Our Elementary Education Professor, a trained literacy coach, visits beginning teachers at Pisgah Forest Elementary School and demonstrates best practices in literacy; in particular in 2011-2012, she demonstrated to both preservice and beginning inservice teacher how to do "running records." She also worked with two first year teachers to help with writing instruction and helped an in-service teacher develop, implement, and write an action research study in her classroom. The beginning teachers in the schools are encouraged and given free access to use our Education Curriculum Lab and Jones Library. The surrounding LEAs often call the Teacher Education Program to request our graduates to fill unexpected job vacancies, and the local schools are comfortable with the authenticity of the references that are made on behalf of our graduates. During the 2011-2012 school year, three of our four Fall graduates were immediately hired upon Fall graduation by their student teaching schools to fill mid-year vacancies due to illness and maternity. Elementary Education assistant teachers and beginning teachers are encouraged to audit our methods courses in teaching reading, language, inquiry-based science and Math. During the student teaching seminar, candidates engage in mock job interviews, and their resumes are critiqued in order to help them be prepared for future employment opportunities. The Elementary Coordinator provides workshops for PRAXIS II review, and these are open to beginning teachers at surrounding LEAs. All of Brevard College's new teachers have support from the education faculty at the college with resources, teaching strategies, and pedagogical advice.

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

Western North Carolina has few lateral entry teachers. Consequently, the school districts have had little need for support for that area and have not requested any support for the 2011-2012 school years.

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

A priority goal of the Brevard College faculty is to meet the needs of career teachers in our local schools. Recognizing the importance of professional development and service, science was identified as a content area in which the College, through its strong Environmental Studies program, could provide earth and environmental science workshops for teachers not only in our area, but across North Carolina. For the tenth continuous year, Brevard College faculty and students have taught a series of environmental classes for elementary school teachers and their students. The Elementary Program Coordinator is a former literacy coach for Western North Carolina and provides inservice workshops to elementary school teachers on improving reading instruction. The English Licensure Area Coordinator meets with Transylvania County's vertical alignment English Curriculum Team and discusses college and work readiness skills from a higher education perspective. The Math Coordinator is a member of the North Carolina Council of Teachers of Mathematics and reviews grants from math teachers to help them fund creative teaching projects and serves on the Trust Fund Committee of NCCTM which gives academic support to career teachers who are enrolled in graduate mathematics courses as part of a graduate degree program. All in all, the faculty of Brevard College partners closely with our public schools to support career teachers.

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

Our immediate service area of Transylvania County has no low-performing schools. Consequently, we have had no opportunity to interact with schools in this capacity. We have, however, provided assistance with after school tutoring program at the Middle School and Elementary Schools, the Boys and Girls Club tutoring program, and the Rise and Shine Freedom School tutoring program. Our Education students volunteer as mentors and tutors and have assigned practicums with these educational programs. Our College English faculty member also meets with the Transylvania County schools' English faculty to identify weaknesses as evidenced in the senior projects and to recommend strategies to address those issues to help prepare students for college and the workplace. Our most recent initiative is to work with Pisgah Forest Job Corps, an education and career technical training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through career technical and academic training.

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

When the State Board of Education adopted "Future Ready Student for the 21st Century" as its new priority, the Brevard College Teacher Education Program revised its program curriculum. Our introductory course for entrance into Teacher Education is revised as "21st Century Learner and Teaching" and introduces the 21st Century themes, skills and dispositions as outlined by the Partnership for 21st Century Skills. These knowledge, themes, and skills are integrated into the entire "revised" sequence of Professional Studies Courses. For example, to improve critical thinking, leadership, responsibility, ICT Literacy, and collaboration skills, Teacher Education students must design and participate in a professional learning community with in-service educators; and to improve pre-service teachers' critical thinking and problem solving as well as initiative and self-direction. Our teacher education has created and successfully implemented an E-Portfolio process using Google sites to house authentic performance-based evidences that demonstrate our teacher licensure students' knowledge, skills, and dispositions as described by the NC Professional Teaching Standards.

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

Being a small liberal arts college, our Teacher Education students are prepared to become 21st Century Teachers and Learners, not just through the Teacher Education Program but through the General Education of the College as a whole. One special emphasis of Brevard College in the last few years is our focus on student engagement. Brevard College is designing and implementing an institution-wide focus on active learning strategies as a means of improving our students' skills at solving complex, real-world problems, and using interdisciplinary and higher-order critical thinking skills--all 21st Century skills and dispositions. We are sponsoring guest speakers to lead workshops with our faculty and public school teachers. Our faculty and public school teachers as well as teacher education preservice candidates are forming profession learning communities to share active learning strategies and to discuss teaching and learning in the 21st Century. Another emphasis area is our commitment to educating teachers who practice student-centered and experiential pedagogies. Our curriculum has changed to include more classes and experiences with experiential learning, including the addition of WLEE 220, a class

in experiential theory and practice, and the addition of more clinical field experiences in all Education classes.

### **Supplemental Information (Optional)**

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

Many of our students who apply for the Teacher Education licensure program are exempt from taking Praxis 1 by their SAT or ACT scores. Students who are not exempt are screened thoroughly and either counseled out of the program or are asked to participate in a Praxis 1 support group where faculty volunteers tutor and/or help students master highstakes test taking skills. We particularly work with learning disability students who have a strong intellect and dispositions for being a quality teacher, but who may be handicapped when taking high-stakes timed tests. During the EDU 205 class, the introductory class for Teacher Education, the instructor provides sample tests for the students and discusses test-taking strategies. The Library maintains a large selection of study guides for both the PRAXIS I and II. During the Elementary Student Teaching Seminar, the instructor provides study sessions for the PRAXIS II. In EDU 340 and the student teaching seminar, secondary students are given practice in answering test problems related to their content area. Two of our three Math licensure students and all of our Science licensure students in 2011-2012 received a commendation for excellence in their Praxis II scores by ETS.

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

Brevard College's first year program includes a career exploration module, and the unit program coordinators meet with students to discuss teacher education as a career choice. The Director and Admissions Counselor work directly with students from the Community Colleges in the area to provide seamless transfer for education candidates. Science and Math Licensure Coordinators advise strong math and science majors to consider teaching as a profession. We also help the Teaching Profession by carefully screening students who do not have the knowledge, skills, and dispositions to be a quality teacher and counseling them out of the Teaching Licensure Program and into less demanding careers and professions.

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

Brevard College historically has made a special effort to develop an environment and support system for diverse students. The Licensure Program works with the Admissions Counselors to recruit high school students of diverse backgrounds. Since 2007, the College has increased its minority enrollment from 9 to 14 percent. With this growth of minority students on campus, we are beginning to have minority students enroll in the Teacher Education program. In 2011-2012, we have one African-American student and one bi-racial student enrolled in the program and three African-American students taking the introductory classes in the Teacher Education program. The Director of Teacher Education is attending LEARNChicago summer 2012 to obtain more cultural awareness of the growing Hispanic/Latino populations in our nation and to understand ways to support and help Hispanic/Latino students succeed in higher education.

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

1. Change/revise curriculum to include more theory and practical experiences in experiential and project-based learning and teaching.
2. Increase the number of and depth of field experience placements.
3. Encourage teacher licensure students to earn environmental educator's license to accompany NC licensure area.
4. To explore the idea of a partnership with the Chicago Center's Teaching Practicum to help prepare select students for inner city teaching.
5. To support Schenck Job Corps in their mission to help young people ages 16 through 24 improve the quality of their lives through career technical and academic training.

## 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	21
	Other		Other	
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>21</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</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)	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
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		
Brevard College did not work with any lateral entry of provisionally licensed teachers during the 2011-2012 academic year.		

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

	Baccalaureate
MEAN SAT Total	1,162
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	177
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.50
Comment or Explanation:	
*-Less than five test takers. Scores not reported.	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	2		
Middle Grades (6-9)				
Secondary (9-12)	1	6		1
Special Subject Areas (K-12)		2		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>3</b>	<b>10</b>		<b>1</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 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.**

<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		10	3			
U Licensure Only	1					
<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>2010-2011</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	15	93	53
Bachelor	State	5,823	90	55

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.**

<b>LEA</b>	<b>Number of Teachers</b>
Henderson County Schools	12
Transylvania County Schools	10

**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.**

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

### III. Teacher Education Faculty

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
2	6	3