

IHE Bachelor Performance Report

Brevard College

2012 - 2013

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 2012, Brevard College hosts a diverse student body of whom 47% 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 Health 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 technology literacy course, a senior capstone experience and approximately 40 distribution requirements that provide students exposure to a variety of fields of learning. The General Education Curriculum affirms a lifelong learning engagement that is enhanced and focused by a student's major. The Teacher Education Program offers students the Professional Studies Courses and field experiences that prepare them to 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 also has strong resources for students with learning disabilities and differences. Consequently, the licensure candidates are a part of a learning environment that is student-centered and respects diversity. Partnering school systems provide valuable field experience for Teacher Education students. All Teacher Licensure students are required not only to student teach, but as early as their freshman year, to observe and complete practicums in diverse public school and after school educational settings, and to participate in professional learning communities with in-service teachers and educational leaders in the region. 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. Overall, Brevard College Teacher Licensure Program may best be described as a small, boutique program that exposes candidates to quality content

and pedagogical knowledge, that differentiates learning for our candidates, and that authentically prepares them to be successful in the teaching profession.

Program Areas and Levels Offered

All programs are offered at a bachelor level or for licensure-only to post-baccalaureate candidates. Licensure Programs offered include the following: 9-12 English, Mathematics, Science, Social Studies; K-12 Art, Music, Health and Physical Education, Theater; 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>1. External Assessment of Senior Research Papers: 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</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</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>1.1. Each semester, over 120 high schools students are assessed in their research, literacy, and writing skills.</p> <p>1.2. Five Transylvania County high school teachers and three Brevard College English teachers participated in the learning community in 2012-2013.</p>	<p>1.1 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</p>

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	to improve student college readiness skills and dispositions in literacy, writing, and research.	literacy skills.			information and teaching strategies in a deliberate and sustainable way that helps improve the literacy skills of students and helps them be Job or College ready. This year teachers focused on informational literacy and proper use and documentation of reliable sources.
2. Dropout Prevention Tutoring: Brevard Middle School	2.1. Improve Self-Esteem of Middle-School Girls. 2.2. Dropout Prevention. 2.3. Improve 21 st 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	Inaugurated (2008-2009), Project Reframed 2009-2010 and continued 2010 through 2013.	Participants in 2012-2013 included 10 Brevard College faculty/student s and 12 sixth-grade girls.	Twelve sixth – grade girls, identified by teachers and counselors as “at-risk,” were mentored and provided experiences in acquiring 21 st century skills in collaboration, leadership, and conflict-management.

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		<p>included team building activities and programs on body image, conflict-management, and professional presentation.</p> <p>2.3. Brevard College hosts field trips to local non-profits such as The Haven and Free Rein.</p>			
<p>3. Environmental Education Workshops/Classes: Brevard and Pisgah Elementary Schools and Brevard Academy 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</p>	<p>Nine individual workshops corresponding to Science Standards were requested by public school teachers and designed and delivered by Brevard College faculty and students to elem. students and teachers during the two weeks before Earth Day.</p>	<p>This is the 11th continuous year of the environmental education classes; During the 2012-2013 academic year, nine workshops were requested by the elementary school teachers and 241 public school students were served.</p>	<p>Seven Brevard College Science and Teacher Licensure Students and one BC Science Teacher facilitated environment education for nine difference elementary teachers and around 241 elementary students.</p>	<p>In 2012-2013, 241 public school elementary students were engaged in quality environmental education to differentiate and enrich Science instruction in the TCS public schools.</p>

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	understanding of the composition and uses of rocks and minerals.”				
<p>4. General Instructional and Assessment Support: 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. Two 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 One English faculty member was a judge for senior projects, giving students feedback on their communication skills.</p> <p>4.3. One Music professor gave a jazz performance at local middle schools to increase students’ appreciation in</p>	<p>On-going since 2004:</p> <p>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</p>	<p>Over five Brevard College faculty members and 8 teacher licensure students participated in the 2012--2013 school year. Over 80 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 TCS’ students receive more experiential</p>

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		<p>the Arts and Music.</p> <p>4.4. Three art faculty and four art licensure students mentor art students in senior projects and judge /host the annual High School Art competition.</p>	<p>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 teachers.</p>		<p>education experiences.</p>
<p>5. Student Mentoring Program of Teacher Identified At-Risk Students: Brevard Elementary School and Davidson River School</p>	<p>5.1. Support academic and social and emotional growth of upper elementary students.</p>	<p>5.1.EDU 305 students visited weekly with mentees during work or recreation periods and created journal for communicating to improve writing skills, 5.2: End of semester holiday party with craft centers, PE games, and music.</p>	<p>Sept. – Dec. 2012</p>	<p>13 college students matched with 13 students.</p>	<p>5.1. Modeled healthy mentor relationships 5.2. Supported students to persevere, and develop important writing skills and communication skills.</p>
<p>6. Language Art Instruction for Students and Modeling of Common Core for In-service Teachers: Brevard</p>	<p>6.1. Provide extra support during language arts block</p>	<p>6.1. Teacher licensure candidates in EDU 314 and EDU 318 observed,</p>	<p>Feb. - April 2013</p>	<p>Six candidates provided support to classrooms to improve language arts</p>	<p>6.1. Introduced alternative models for language arts instruction. 6.2. Modeled</p>

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and Pisgah Forest Elementary Schools		volunteered, and taught lessons in classrooms.		instruction.	lesson planning with alignment to Common Core Standards.
7. Enrichment of Science Curriculum: Transylvania County Schools (Brevard Elementary)	7. 1. Support 2 nd grade science curriculum, 7.2. Model and support integration and interdisciplinary teaching and learning.	7.1. BC Percussion Ensemble presented a program for all 2 nd grade students in TCS that is designed to support NC Science Standards for 2 nd grade.	April 2013; Annually since 2001	Five BC students and one faculty member presented program for approximately 200 students and 12 teachers.	7.1. TCS 2 nd graders learned about acoustics through percussion instrument demonstrations and performances.
8. Collaboration with TEACCH to Offer Autism Spectrum Disorder Workshop: Transylvania County Schools and larger Brevard/Hendersonville Community.	8.1 To help teachers and parents develop strategies to work with students with Autism Spectrum Disorder (ASD).	8.1. BC Sponsored and organized a three hour workshop presented by experts from TEACCH about working with students with ASD.	April 2013	This is the second year, Brevard College has hosted this workshop. More than 12 teachers from local schools and preschool programs attended the seminar.	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.
9. Enrichment of Curriculum: Transylvania County	9.1 Support NC Music Standards for	9.1. BC faculty and students participated in	March and April 2013	Four BC students and two faculty	9.1. TCS kindergartners learned

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Schools, Brevard, Pisgah Forest, and TC Henderson Elementary Schools	Kindergarten students.	an instrument demonstration and “petting Zoo” for all TCS kindergartners		members presented programs for approximately 200 students	instruments of the orchestra through demonstration performances and hands-on instruction.
10. School Improvement Team Support: Evergreen Community Charter School in Buncombe County	10. Improve School.	Attended monthly School Improvement Team meetings and retreats to offer free Professional Education Development	2011-present.	One BC Education Professor and 15 members of School Community.	Developed ideas for collaborative planning time so teachers can better integrate resources and Common Core into grade level Expeditions.
11. Assessment Clinic for Music Teachers and Students: 56 high schools and middle schools in Western North Carolina	11. 1. Model quality music assessment for teachers. 11.2. Give authentic assessments for high school musicians.	11.1. Assessment Clinic	Spring 2013	56 groups and over 4000 students and 5 BC music faculty with 21 BC music students.	Authentic assessment and feedback for student musicians.
12. Sponsorship of “Art Night” at Pisgah Elementary School	12.1. Build family and community support for school. 12.2. Engage students in Art.	12.1. Art-Making Demonstrations 12.2. Workshop on how parents can support their children’s love and interest in Art.	Spring 2013	One art faculty member, two art teacher licensure students, and approximately 26 children with family members.	Community building is difficult to formally assess, but just the fact that parents come and participate with their children is affirmation enough that these types of

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					programs are needed in our schools.
<p>13. Social Studies Enrichment for Elementary Teachers and Students: Brevard Elementary School</p>	<p>Enrich NC Social Studies Curriculum for 3rd and 4th graders.</p>	<p>College History Majors and Social Studies Licensure students identified relevant NC Social Studies Standards and wrote lesson plans and presented short presentations and interactive activities to help enrich the Social Studies Curriculum.</p>	<p>On-going Project for each spring; 2012-2013 is the second year.</p>	<p>One History Professor, six licensure students, eight Elementary School Teachers and approximately 180 Elementary School Children.</p>	<p>Approximately 180 School Children received enrichment in Social Studies Curriculum.</p>
<p>14 Creation and Organization of Weekly Newspaper Column called “Everyday Education” in local newspaper by Director of Teacher Education: Transylvania County Schools.</p>	<p>14.1. To better inform parents and community members about issues in their local schools</p>	<p>Every week a column appears in the <i>Transylvania Times</i> to inform parents: Topics have included Common Core, 21st Century Knowledge, Skills, and Dispositions, Homework Policies, Project-Based Learning.</p>	<p>August 2012-May 2013 and on-going...</p>	<p>Writers include Director of Teacher Education, Elementary Education Professor, School Psychologist, Elementary Teacher, Superintendent of Schools, an high school Teacher, and one K-12 Informational Technology specialist. Readers include the</p>	<p>The column has received many letters from readers and kept alive a dialogue in the community about important school issues including curriculum, policies, and technology issues. 21st Century teaching is about community and family involvement in</p>

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				whole county, hopefully.	our public schools.
<p>15. Math Professional Development: Math Teachers across NC.</p>	<p>Math Professor serves on the Board of NCCTM and</p> <p>15.1. Gave academic support to in-service teachers who are enrolled in graduate school,</p> <p>15.2. Helped organize Common Core workshops for teachers across the State.</p>	<p>15.1. Three Math teachers received academic support for graduate courses. 15.2. NCCTM organized Common Core workshops for math teachers across the State.</p>	<p>Academic year 2011-2012 and 2012-2013.</p>	<p>One BC math Professor and many Math teachers across the State.</p>	<p>15.1. Three Math teachers received academic support for graduate courses. 15.2. NCCTM organized Common Core workshops for math teachers across the State.</p>
<p>16. Graduation Portfolio Assessment: Davidson River Alternative School in TC</p>	<p>16.1. To help 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>Rubric summative evaluation of student portfolios.</p>	<p>Ongoing since Spring 2012: Feedback indicated that this was a worthy project that will continue in the future, every semester.</p>	<p>In 2012-13, One BC Professor, four BC students, three TCS teachers, and nine Davidson River Students participated.</p>	<p>16.1. Nine Students received summative assessment and individual feedback for their senior projects.</p> <p>16.2. Authentic assessment processes were made possible and sustainable through collaborative efforts.</p>

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<p>17. County-Wide Education Forum to Educate Citizens about our Public Schools: Brevard College Teacher Licensure Program, AAUW and Transylvania County Schools</p>	<p>17.1. To inform citizens about important educational issues.</p>	<p>An open forum with guest speakers including Dr. June Atkinson, NC State Superintendent, Dr. Jeff McDaris, Superintendent of TCS, Adam McCoy, TCS student, Meredith Licht, TCS teacher, Brenda Miranda, Parent, and Yang Li, former teacher.</p>	<p>Tuesday, April 24, 2012</p>	<p>Over 300 community members attended.</p>	<p>17.1. County Commissioner s fully funded County Schools, and 17.2. Hopefully citizens were better informed about public education and voted and acted accordingly.</p>
<p>18. Schenck Job Corps partnership for Math Tutoring and Reading Assistance for students with reading disabilities: 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. 18.2. To improve college and job readiness skills for disadvantaged youths.</p>	<p>18.1. Every Wednesday evening, select Job Corps students were tutored one on one to improve literacy skills and reading comprehension and math skills. 18.2: College students and faculty taught workshops on soft skills like attendance, code-switching, technology etiquette.</p>	<p>Second year of on-going partnership. January to May 2013.</p>	<p>One Job Corps Instructor, one Special Ed Instructor at Job Corps, one BC Education Professor, seven BC teacher licensure students, and seven Schenck Job Corps Students</p>	<p>18.1. In a survey administered to students at the end of the program, all students, agreed that their reading and math skills had improved during the semester. One student improved reading scores on TABE pre-post assessment tests. 18.2.</p>

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					Attitudes of Job Corps students improved as indicated in end of tutoring survey comments: “I am working harder and reading more.” “I never knew I was so good in Math. You can do it if you have help.”
<p>19. Brevard College Library Sources and Staff Shared with Public Schools: All Transylvania County School Students.</p>	<p>19.1. Research Support</p> <p>19.2. Literacy Support (BC Library houses the Orton-Gillingham curriculum used to help tutors who work with students in our public schools with severe dyslexia.</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>	On-going.	Four Library Staff Members and over 60 community students and families served During 2012-2013 school year.	<p>19.1. Improved research and information literacy skills.</p> <p>19.2. More reading by children.</p> <p>19.3 Good will in the community.</p>
<p>20. Reading Grant Partnership with Rise and Shine, an after-school program that serves public school students in all Transylvania County</p>	<p>20.1. “to provide a balanced literacy program for 50 students in grades K-12.</p>	<p>Reading grant has been written and funded and will begin in Fall 2013.</p>	<p>Grant written in 2012-2013, program begins in Fall 2013.</p>	<p>One Elementary Education Professor, One Reading Coach, 11 teacher</p>	<p>Assessment will include pre-post testing on reading levels using Lexile testing</p>

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Schools.	20.2. “to improve the literacy proficiency of all students enrolled.” 20.3. “to help close the achievement gap for under-represented students,” and 20.4. “to provide high quality afterschool instruction to students.”			licensure candidates, and 50 school children.	material and software. Academic progress in the public schools will be measured formally and informally at several intervals throughout the school year.

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. Since Fall 2011, 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 instructs students in both Transylvania and Henderson Counties in percussion techniques, prepare public school music students for NC Honor's Choir auditions, provide workshops as guest clinicians to public school classrooms, and coach the brass players at the local high school.

Our Science and Math Teacher Licensure faculty judge the local science fairs. English faculty assess the written Senior Project papers for the county schools in a partnership that has been sustained since 2000-2001. 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. each year since 2002. 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 this mentoring 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. Most recently, the Teacher Licensure Program has partnered with Rise and Shine, an afterschool program serving the needs of underrepresented students in order to strengthen their academic skills and position these students for success in school.

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 young 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 Brevard Elementary and demonstrates best practices in literacy for our pre-service as well as in-service teachers. 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. 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. The Director of Teacher Education attends the Beginning Teacher Coordinator meetings sponsored by the NCDPI Western Regional Education Service Alliance (WRESA). 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 2012-2013 school year.

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 members also meet 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. Since Fall 2011, we 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. Throughout the academic year, teacher licensure students tutor these students in reading and mathematics to help them improve these academic skills. Our Director of Teacher Education volunteers to teach classes on important skills like interpersonal communication, attendance, motivation, and work ethic. Our most recent initiative is partnering with Rise and Shine Freedom School on a literacy grant “to provide a balanced literacy program for 50 students in grades K-12; to improve the literacy proficiency of all students enrolled; to implement a literacy program that is culturally relevant; to help close the achievement gap for instruction; and to provide a pathway out of poverty for students.”

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

1. **Priority: All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students (HB23).**

All methods classes in each licensure area must address the goal of helping students integrate technology into their content knowledge pedagogy. Students in EDU 205, 21st Century Teacher and Learners, and EDU 340, Secondary and K-12 Methods, learn about the TPAC model of instruction. Beginning in Fall 2013, every teacher licensure student will be required to take EDU 304: Teaching in the Digital Age. The description of this new class reads as follows: “Students will explore technologies and applications as they relate to the teaching and learning process. Activities in this course will focus on technology as a tool for communication, presentation, assessment, data management and analysis, and instructional decision-making. Critical thinking skills will be emphasized as students are taught to analyze and evaluate available classroom technologies. Students will also be exposed to new and emerging technologies that have merit for effective classroom use, as well as good instructional design in the technology-rich learning environment.” In Fall 2013, all senior teacher licensure students in Methods as well as faculty in the Teacher Licensure Program will participate in an 1:1 initiative, Brevard College’s iPad Professional Learning Community. As a result of participating in this professional learning community, participants will develop a framework for evaluating tablet devices and mobile apps for instruction, classroom management, and assessment; develop an understanding of best practices in identifying and selecting technology-based resources for classroom use; exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society; and design and implement learning experiences that are reflective of the experiential model of teaching and learning that is indicative of the mission of Brevard College.

2. Priority: Candidates preparing to teaching in elementary schools have adequate coursework in the teaching or reading and mathematics. (SB724).

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

As for teaching mathematics, our candidates take nine hours of math content(MAT 141 Probability and Statistics, MAT 200 Discrete Mathematics, and MAT 210 Math for Elementary Teachers as well as EDU 316 Methods in Teaching Math in the Elementary School. Our instructors rely on materials that support the National Council of Teachers of Mathematics and the Common Core. Emphasis is placed on candidates experiencing how to both solve and communicate solutions to partners, in math journals, and with a whole class formats, not just memorizing solutions. Admittedly, our candidates were schooled in the methods of algorithms and memorization without much emphasis on place value knowledge and number sense. As we prepare the candidates for the new standards, we also seek to model inquiry and constructivist practices in order to build their confidence and also develop their teaching tool box. Candidates are matched with master teachers at a local elementary school and participate in a professional learning community book group related to misconceptions in math instruction.

3. Priority: Assess elementary and special education general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) Describe your efforts for ensuring candidates are prepared fro the new licensure exams (MTEL) effective July1, 2014.

Both reading and math course work reflect the new Common Core standards and guide our candidates to develop their own style of pedagogy which is based on scientifically-based instruction. Time is spent examining different curriculum models and assessment systems and how to implement such models. We want our candidates to know that differentiation is not a choice, but a requirement, in today's classrooms. Our education faculty are using the MTEL test guides and topic summaries to examine the relationship between the assessment and course content and to notice alignment and what areas are not adequately covered. Our program's performance-based evidences for certification are excellent opportunities to highlight candidates' proficiency with math content, and we are considering adding in-depth content knowledge in phonics as an alternate focus. At this point, our faculty need to use the MTEL sample tests to take these in a mock testing session to ensure their own familiarity with the testing genre in order to prepare the candidates. The elementary coordinator will disseminate the sample tests over Summer 2013 so that faculty have time to examine these high stakes documents and reflect on what areas of course content or pedagogy need adjusting. In Spring 2014, the elementary program will host informational and instructional test prep sessions to support candidates.

4. Candidate (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected students improvement. (SB724)

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

5. Candidate (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724).

Integration is a critical skill when teaching, especially in elementary school. Candidates are expected to find ways to integrate arts instruction in our Science and Social Studies Methods class. A full day observing at one of our partner schools, an expeditionary learning charter school, demonstrates to our candidates ways to collaborate with the school's art and music teacher to enhance and enrich the curriculum. Candidates are then expected to develop unit plans that incorporate aspects of art instruction. EDU 314 Methods in Teaching of Elementary Language Arts and the Arts is a required class for all elementary majors and prepares students to use interdisciplinary strategies for classroom engagement with an emphasis on Art across the curriculum.

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. Our priority for 2012-2013 was the preparation of our students to use digital and other instructional technology in their future classrooms, a priority also of the State Board of Education. Our essential questions for this initiative which was integrated in all of our Education classes were 1) What does it mean to be literate in the 21st Century, and 2) How do we design instruction that enables students to cultivate digital literacies for themselves?

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 often 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.

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 like law or accounting or business.

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 2012-2013, we have one African-American student and two bi-racial student enrolled in the program and two African-American students taking the introductory classes in the Teacher Education program. The Director of Teacher Education attended LEARNChicago summer 2012 and summer 2013 with teacher licensure students 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 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.
5. To help provide a quality balance literacy program for Rise and Shine, an afterschool program serving the needs of underrepresented students in order to strengthen their academic skills and position them for success in school.
6. Improve pre-service teacher preparation for the 21st Century classroom in which technology is a seamless component of teaching and learning by building students' digital literacy and critical thinking skills.

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	Black, Not Hispanic Origin		
	Hispanic	Hispanic		
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	18
	Other	1	Other	1
	Total	6	Total	19
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	
	Total	1	Total	1
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	
	Total		Total	
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	
	Total		Total	

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:		
Brevard College did not work with any lateral entry of provisionally licensed teachers during the 2012-2013 academic year. There is little need for lateral entry in public schools in Western North Carolina.		

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

	Baccalaureate
MEAN SAT Total	1,142
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	532
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.44
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
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		1		
Middle Grades (6-9)				
Secondary (9-12)		2		
Special Subject Areas (K-12)		2		2
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		5		2
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	2	*
Institution Summary	2	*
* 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	1	2	2	0	0	0
U Licensure Only	2	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.

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	11	82	36*
Bachelor	State	4,761	92	60

***Context is often needed to understand statistics like this: An unusually high number of Brevard College students leave NC to teach in other states, go on to graduation school for further study, or find jobs in more-respected and higher paying professions.**

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Transylvania County Schools	12
Henderson County Schools	9
Buncombe 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.

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

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	7	3