

2018-2019

# EPP Bachelor Performance Report

## Brevard College

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### **Overview of the Institution**

Brevard College, located in Brevard, North Carolina, is a liberal arts college of approximately 703 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 Western 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. In 2018-2019, Brevard College hosts a diverse student body of whom approximately 40 percent are from outside of North Carolina including several foreign countries and 28 percent of students are representatives of

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minority sub-groups. The Teacher Education 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. In 2018-19, teacher licensure is available in eleven areas: K-12 Art, Music, Theatre, and Health and Physical Education; Agricultural Education (7-12); Secondary (9-12) English, Mathematics, Science, and Social Studies; and K-6 Elementary. Early Childhood Education (B-K) was officially approved by the NC State Board of Education in Spring 2019.

### **Special Characteristics**

Brevard College is distinct among liberal arts colleges because of its strong and historical commitment to experiential education in a highly personalized learning environment. Its educators purposefully engage with learners in direct experience and focused reflections in order to increase knowledge, develop skills, and clarify values. Students at Brevard College are required to complete a challenging interdisciplinary, liberal arts core curriculum that includes a freshman first year experience, an environmental perspectives course, 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. This 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 successfully 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 is housed in Brevard College's Experiential Education Division, and the Wilderness Leadership and Experiential Education major (WLE) collaborate in providing experiential learning to candidates: WLE 220, Theory and Practice of Experiential Education is a required course for all Elementary and 9-12 licensure areas. The course work in the Teacher Education Program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program emphasizes reflection and active learning; students apply the theory they have learned in their

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college classrooms to help facilitate their activities in the public schools. Partnering school systems provide valuable field experience for teacher education students. All teacher education 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.

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. Because of the small size of the program, the Education faculty, 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 Education Program may best be described as a small, boutique program that exposes candidates to quality content and pedagogical knowledge, differentiates and personalizes learning for our candidates, emphasizes experiential and project-based learning, and prepares educators to lead the next generation of learning communities in a diverse and dynamic world.

### **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 in English, Mathematics, Science, Social Studies; K-12 in Art, Music, Health and Physical Education, Theater; K-6 Elementary; 7-12 Agriculture, and Early Childhood (B-K) Education.

### **Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)**

Traditional	Lateral Entry	Residency
X		

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

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.**

Our Teacher Education Program does not prepare Special Education Licensure candidates but we prepare all students to effectively teach students with disabilities. Required Course EDU 205 “21<sup>st</sup> Century Teachers and Learners,” explicitly teaches the theory of growth mindset and requires all students to mentor “at-risk” and diverse learners in the schools and afterschool programs in a service learning partnership. In preparation for their service learning in the schools, students discuss in class the concept of teaching to the whole child and systems like the multi-tiered system of support (MTSS) and larger school-based strategies for social-emotional learning (SEL) and academic support systems like RTI (Response to Intervention.) Teacher candidates are introduced to the Framework for Universal Design for Learning (UDL). Also in EDU 205, students learn to work in collaborate teams, preparing them for their future roles on school teams where they must review student data, co-plan targeted instruction, and collaboratively team teach. Students are introduced to culturally and linguistically responsive pedagogy through readings, classroom discussions, and reflections on their observations and experiences at their service-learning sites.

Required course EDU 303: Diverse and Exceptional Learners requires all students to participate in a 15 hour field experience observing special education teachers or classroom teachers as they model co-teaching, differentiation and inclusion in their classrooms. In order to prepare our teacher candidates to meet Standard II- welcome all students, we annually host a Diversity

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Forum featuring guest presenters and mini-workshops on a variety of teaching challenges and opportunities. For example, every March we host TEACCH (a leading Autism organization) and an “Understanding Friends” workshop on Autism. All students in EDU 303 learn to read and write IEPs for hypothetical students.

Lesson Plan templates introduced in EDU 305: Facilitating Instruction, ask students to differentiate instruction and assessment for at least three students with disabilities or exceptionalities. Across the last few years, we have purposefully embedded language and prompts from edTPA assessments to develop our candidates’ ability to reinforce how cultural assets and differentiation need to be part of the teacher’s instructional plan.

In EDU 401, Student Teaching Seminar, all teacher candidates are required to attend an IEP meeting and meet with a Special Education teacher. The student teacher is required to show differentiation of lesson designs and assessments to accommodate all diverse learners in their classroom. edTPA assesses this ability in the required national performance-based assessment.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

A local EL teacher provides a workshop to teach best practices and strategies for EL students during EDU 305, “Facilitating Instruction,” and/or in our evening required Diversity Forum sessions. This workshop helps to debunk myths/misconceptions about EL learners as well as offer evidence-based teaching strategies to help students succeed. Many of our students in EDU 205, “21st Century Teachers and Learners,” work with EL students in a local homework club that serves the Latino community. In EDU 305, students are also introduced to WIDA English Development Language Standards as they learn resources for planning and implementing language instruction and assessment for multilingual learners as they learn academic content.

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.**

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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, “21<sup>st</sup> Century Teacher and Learners,” and EDU 304, “Teaching in the Digital Age,” learn about two important frameworks that help guide teachers in integrating technology into the learning environment: TPAC (Technological, Pedagogical and Content Knowledge) and SAMR (Substitution, Augmentation, Modification and Redefinition) and practice creating, writing and implementing lessons that apply these frameworks. Students work collaborating to design lessons with principles of universal design for learning that use varied methods, materials, and assessment, so they can meet the needs of all students. Some technology introduced and used in these classes include the use of Google classroom and Google sites for ePortfolio assessment, blogs, on-line discussion forums, and apps for learning and assessment in diverse content areas. Each teaching candidate must complete Google Educator certification in EDU 304.

In EDU 340 Secondary Methods, teacher candidates develop a framework for evaluating tablet devices and mobile apps for instruction, classroom management, and assessment in their particular content area. In doing so, they research best practices in identifying and selecting technology-based resources for classroom use and learn knowledge, skills, and learn work processes representative of an innovative professional in a global and digital society. The candidates will apply the SAMR model to integrate technology within lessons they design. Each of their lesson plans in EDU 401, Student Teaching Seminar must integrate appropriate technology for both designing and implementing learning experiences as well as use technology for formative and summative assessment in a variety of ways for a diverse array of learners.

**The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.**

Every teacher licensure student is required to take EDU 304: Teaching in the Digital Age. The description of this class reads as follows: “Students will explore technologies and applications as they relate to the teaching and learning process. Activities in this course 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

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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.” One specific assignment in this class asks teacher candidates to look through and analyze data sets that mirror the kinds of data that a typical school would look at (DIBELS scores for example.)

During EDU 313: Methods in Teaching Reading, our candidates observe master classroom teachers completing mCLASS 3D reading assessments and beginning in Fall 2013 our candidates used 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 is 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 performance-based Measures of Student Learning.

Improving our ability to prepare all of our teacher candidates for teaching in the digital world, our faculty participate in digital professional development throughout the year. The faculty member teaching EDU 304 attended the Digital Learning Research Symposium in Salisbury in October, 2018. The Director of Teacher Education co-presented at the North Carolina Regional *Step It Up: Digital Learning Showcase* in summer 2018. Faculty members of the Teacher Education Program participated in the School Technology Needs Assessment for Educator Preparation Program Faculty (STNA.)

**Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

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 candidate's ways to collaborate with the school's art and music

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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. As of Fall 2014, each elementary education candidate will take an additional course in Visual Arts in their Program of Study to help prepare them with content knowledge to use for future integration of Arts in their curriculum planning.

As of Fall 2014, all teacher licensure candidates are required to participate in a project-based workshop led by an Expeditionary Learning trainer. One objective of the workshop is for students to learn how to create and teach integrated units based on their required content standards using arts education. Other goals of the workshop are as follows: to help the future teachers (1) consider the benefits of arts integrated learning while gathering ideas for effectively reaching all students; (2) imagine the possibilities that arise when you bring the arts—visual arts, dance, theatre, and music—together with the Essential Standards (3) investigate strategies for engaging students in deep and meaningful processes as they creatively explore connections between the arts and math, science, social studies and language arts; and (4) reflect on their comfort with the arts and build their tool box

**Explain how your program(s) and unit conduct self-study.**

Self-Study for Brevard College Teacher Education Program is formative and on-going with annual and five year summative touchpoints of collected data with analysis that generate program changes for improvement. The following is a brief summary of the process and methodology use in our “Self-Study.”

Besides the annual Title II reports and IHE Report for the North Carolina Department of Public Instruction used for Program Assessment, Brevard College has an Advisory Council of Teacher Education (ACTE) consisting of all the licensure area coordinators, a rotating contingent of LEA partners, including in-service local teachers and school administrators, retired community educators, and School Board members. This Advisory Council meets once a month to discuss assessment issues and policies. Each year an annual ACTE meeting is devoted to analyzing



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assessments findings and recommending program changes of the past year's graduates.

Additionally, the Teacher Education Program does a Five Year Program Review which is presented to the College's Curriculum and Development Committee. (A Copy of the 2019 five-year review can be submitted upon request.)

Brevard College Teacher Education Program's completers assessed learning outcomes are aligned with the North Carolina Professional Teaching Standards. Since our program is small, each one of our candidates is seen as a case study representing the strengths and weaknesses of our program. We assess our students' knowledge, skills, and dispositions in order to assess the teaching program as a whole. Thus our students and our program are in essence one in the same, and to assess each individual student is to assess our program. This philosophical understanding is not necessarily the same for larger teaching programs that can, because of larger numbers, rely on more quantitative data for assessment.

#### **North Carolina Professional Teaching Standards:**

- Standard I: Teachers demonstrate leadership
- Standards II: Teachers establish a respectful environment for a diverse population of students
- Standard III: Teachers know the content they teach
- Standard IV: Teachers facilitate learning for their students
- Standard V: Teachers reflect on their practice

The following internal and external assessments are part of our "Self-Study." Results from these assessments are either analyzed annually or in a five year program review.

- GPA in content area classes (2.75) is checked upon entrance and exit of Program.
- Praxis 2 Content Area tests scores in all licensure areas as well as the Pearson Foundation of Reading Tests and most currently the ETS Elementary Mathematics Content Knowledge Test, are monitored to see if any changes are needed in content area instruction.
- An ePortfolio with six performance-based evidences that align with NC Standards is required from each program completer. Each evidence is annually assessed by an evaluation rubric by teaching faculty for each graduate. Every three to five years, ACTE completes an external evaluation of Evidences 1-6 on a random basis to help maintain the quality and rigor of each evidence.

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- Cooperating and Supervising Teachers complete six formative narrative-based evaluations for each student teacher and one Summative assessment (*LEA/IHE Certification of Capacity*.) Each assessment has a category relating to each NC Standard. Each year the ACTE analyzes these assessments to find trends, strengths and deficiencies in candidate's performances across NC Standards.
  - Graduating students annually complete a survey with a narrative reflection on preparation strengths and weaknesses in NC Professional Teaching Standards. Education faculty and the ACTE annually analyze to better understand program strengths and weaknesses and cross references findings with other data to see emerging trends.
  - Every 2-5 years, the Program collects data (self-assessments on Standards and BC Program Preparation, teaching accomplishments, leadership positions, further education) from graduate alumni surveys on preparation in content knowledge and analyzes and shares data with ACTE.
  - The Program (Education Faculty and ACTE members) analyzes Candidate Satisfaction Surveys, Employer Satisfaction Surveys, and Education Evaluator Report for NC Teaching Standard 1 through Standard 5 when these reports are available from the State. These two surveys and reports are external evaluations of graduates in the field teaching in NC Schools administered by the North Carolina Department of Public Instruction.
  - As of Fall 2017, each teacher candidate must complete an edTPA teaching ePortfolio. Faculty analyze the externally evaluated scores to make program adjustments.

After analysis of all of this data annually and in a five year review process, program changes are recommended and implemented by Education faculty and the ACTE and are presented to Brevard College's Curriculum Development and Assessment Committee for approval. As Henri Bergson, French Philosopher has said, "To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly."

**Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.**

Every Brevard College Teacher Education class before the capstone semester of student teacher has embedded within it a clinical experience where candidates are working with K-12 students in schools or after school programs.

- In EDU 205, "21st Century Teacher and Learner," teacher candidates spend at least 15 hours in schools or after school programs tutoring and mentoring low performing and at-risk students with a Growth Mindset model. Schools and after school programs include Rise and Shine

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Freedom School, Rosman Elementary, Schenck Job Corps, Transylvania County Boys and Girls Club, Pisgah Forest Elementary, and Brevard Academy.

- In EDU 303, "Diverse and Exceptional Learners," teacher candidates spend time observing and volunteering with Exceptional Children classes and teachers and with content teachers demonstrating best strategies with inclusion. Field placements include, Brevard Elementary, Davidson River Alternative School, Brevard Middle, and Brevard High School.
- In EDU 305, "Facilitation of Instruction," teacher candidates observe teaching in schools that exemplify best practices in project and inquiry-based teaching. Field placement sites include Evergreen Community Charter School, Franklin School of Innovation, and Asheville High School.
- Content Method Classes: Every teacher candidate has a field placement which includes observation, mentoring, and co-teaching of at least 15 hours in a public school classroom in their content area specialty. Elementary Education candidates have four field placements covering instruction in the four content areas: math, science and social studies, reading, and language art and the arts, totaling 60 hours of field placement before student teaching.
- Each teacher candidate participates in field experiences working with low performing students during their teacher education experience, but because of logistics, they do not spend a full semester field experience in a low performing school. In 2018-19, the closest low performing school was 50 miles away and this would not be logistically possible for our students to spend a full semester interning in the school since many of our students do not have transportation until their capstone student teaching experience.

**How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?**

Brevard College teacher candidates begin observing and working at their school sites in their content methods classes the semester or year before their student teaching. Between the content method field experiences and the student teaching capstone semester, teacher candidates have the opportunity to observe and participate in instruction at both the beginning and end of a school semester or year.

## 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	<b>1. Music and Creativity in our Schools: Brevard Academy, Transylvania County Schools, Regional Middle and High School Bands including West Henderson High School, Hendersonville High School, Blue Ridge High School, Charles D. Owen High School, North Hendersonville High School, Apex High School, Fuquay-Varina High School, Sanderson High School</b>
Priorities Identified in Collaboration with LEAs/Schools	1.1 Model quality music assessment for teachers, 1.2 Give authentic assessment for high/middle school musicians, 1.3. Collaborate with and support regional band and chorus teachers in their instruction and assessment of their students
Activities and/or Programs Implemented to Address the Priorities	1.1. Assessment Clinic: ensembles are provided with taped, written comments, and a 30 minute on-stage clinic. This experience helps each program with their preparation for the state wide Music Performance Assessment in March. 1.2 Performances model quality performance practices for 7-12 music students in public schools.
Start and End Dates	Partnerships and assessment clinics happen throughout the 2018-19 school year:
Number of Participants	1.1 Over 500 7-12 music students in public schools throughout the state are served and over 10 music teachers are given free professional development.
Summary of the Outcome of the Activities and/or Programs	1.1. Middle and high school music teachers in our public schools were provided authentic assessment for their music students; students were introduced to music instruction in higher education and encouraged to pursue higher education. In all of these music partnerships between Brevard College music faculty and students and regional band and chorus programs, our public school students were provided music instructional and assessment experiences that met and enriched curriculum standards and helped develop the 21st century skill of creativity. 1.2 Music teachers were given written/recorded comments, a video of entire performance experience including clinicians' on-stage comments and suggestions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>2. Dropout Prevention Tutoring: Brevard Middle School</b>
Priorities Identified in Collaboration with LEAs/Schools	2.1 Improve Self-Esteem of Middle School Girls 2.2 Dropout Prevention 2.3 Improve 21st Century collaboration and communication skills and global awareness 2.4 Increase motivation of "at-risk" students
Activities and/or Programs Implemented to Address the Priorities	2.1 BC's IWIL (Institute for Women in Leadership) developed a one-on-one mentoring program for middle school girls. 2.2 Weekly after-school programming by college role models includes team building activities and programs on body image, conflict-management, public speaking, bullying and professional presentation 2.3 Brevard College hosts field trips to local non-profits such as The Haven and Bread of Life.

Start and End Dates	Inaugurated (2008-2009), project reframed 2009-2010 and continued 2010-2019
Number of Participants	Participants in 2018-2019 included approximately twenty Brevard College faculty/students and twenty sixth grade girls.
Summary of the Outcome of the Activities and/or Programs	Twenty sixth grade girls, identified by teachers and counselors as "at-risk" were mentored and provided experiences in acquiring 21st Century skills in collaboration, leadership, and conflict-management.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>3. General Instructional and Assessment Support:</b> Transylvania County Public Schools: Brevard High School, Rosman High School, Brevard Middle School, Rosman Middle School and Brevard Elementary
Priorities Identified in Collaboration with LEAs/Schools	3.1 Help public school teachers support 21st Century and Performance-Based Assessment Experiences for their students 3.2 Help provide authentic learning experiences for public school students to learn 21st Century knowledge, skills, and dispositions
Activities and/or Programs Implemented to Address the Priorities	3.1 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. 3.2 One English faculty member was a judge for senior projects, giving students feedback on their communication skills. 3.3 Individual faculty members, particularly in the Arts, provided master classes and skills clinics for public school students at no cost. Although the classes and clinics are taught annually, the number of students changes each year depending on the schedules of the Institution of Higher Education faculty and public school teachers. 3.4 NC history students teach classes to fourth graders on NC history. 3.5 A Biology Professor mentors in Time Science Program at Brevard High School. 3.6. Three Art Professors work to design and create sculpture garden in an elementary school and also host juried Art Exhibition on the BC campus for over 137 high school students in the South East.
Start and End Dates	On-going since 2004
Number of Participants	Five Brevard College faculty members and seven teacher licensure students participated in the 2018-19 school year. Over 100 students were served and approximately five public school teachers were involved in the projects and master classes.
Summary of the Outcome of the Activities and/or Programs	3.1 Frequent, on-going, and sustainable learning experiences in Transylvania County Schools are possible because of this partnership and the volunteer work by Brevard College faculty and students. 3.2 Transylvania County teachers receive assistance in performance-based assessments and authentic assessment and TCS students receive more experiential education experiences.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>4. Student Growth Mindset Mentoring Program of Teacher Identified At-Risk Students:</b> Brevard Academy, Schenck Job Corps, Pisgah Forest Elementary, and Davidson River Alternative School in Transylvania County, Rise and Shine, El Centro, and Boys and Girls Club, all serving public school students in improving academic skills and socio-emotional learning

Priorities Identified in Collaboration with LEAs/Schools	4.1 Support academic, social and emotional growth of elementary and secondary students 4.2 Develop "at risk" students' ability to persist 4.3 Support struggling students through weekly contact with college mentors 4.4 Develop positive outlooks related to school achievement and success 4.5 Develop teacher candidates' ability to coach and mentor with growth mindset and perseverance as part of EDU 205
Activities and/or Programs Implemented to Address the Priorities	4.1 EDU 205 (Fall) and EDU 205 (Spring) students visited weekly with mentees during work or recreation periods, created journals to help improve writing skills, helped with reading and math skills, and helped differentiate and personalize learning for students as well as work with at-risk students on their resilience and work ethics.
Start and End Dates	Both Fall and Spring 2018-2019 (This is the sixth year of the Growth Mindset Mentoring Partnership.)
Number of Participants	Approximately twenty-eight college students and twenty-eight at-risk students in the public schools and afterschool programs
Summary of the Outcome of the Activities and/or Programs	4.1 Modeled healthy mentor relationships 4.2 Supported students to persevere and develop a work ethic, grit, and growth mindset to improve academic skills
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>5. Collaboration with TEACCH to Offer Autism Spectrum Disorder Workshop:</b> Transylvania County Schools and larger Brevard/Hendersonville Community
Priorities Identified in Collaboration with LEAs/Schools	5.1 To help teachers and parents develop strategies to work with students with Autism Spectrum Disorder (ASD)
Activities and/or Programs Implemented to Address the Priorities	5.1 Brevard College sponsored and organized a three hour workshop presented by experts from TEACCH about working with students with ASD.
Start and End Dates	March, 2019
Number of Participants	This is the eighth year Brevard College has hosted this workshop. Approximately ten parents and teachers from local schools and preschool programs attended the seminar.
Summary of the Outcome of the Activities and/or Programs	5.1 Parents, teachers, and future teachers developed empathy and awareness through simulation of challenges experienced by people with ASD. 5.2 Teachers and parents learned best-practice strategies for helping ASD students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>6. Guided Reading Partnership with Rise and Shine,</b> an after-school program that serves public school students in all Transylvania County Schools
Priorities Identified in Collaboration with LEAs/Schools	6.1 To provide a balanced literacy program for fifty students in grades K-12 6.2 To improve the literacy proficiency of all students enrolled 6.3 To help close the achievement gap for under-represented students 6.4 To provide high quality after-school instruction to students
Activities and/or Programs Implemented to Address the Priorities	6.1 Teacher candidates organized and delivered guided reading instruction. 6.2 Teacher candidates led enrichment groups related to non-fiction texts and math support.
Start and End Dates	Grant written and received in 2012-2013; reading instruction and enrichment began 2013-2014 school year; program continued through 2018-2019 academic year

Number of Participants	Fall 2013: ten college students helped teach six reading groups weekly to approximately fifty young students. Spring 2014: six college students running eight reading groups. Fall 2014 - Spring 2015: four college students served approximately thirty public school students. Fall 2016: four teacher candidates and approximately forty Rise and Shine students. Spring 2017: six teacher candidates and thirty to thirty-five elementary students. Fall 2017 and Spring 2018: 5 teacher candidates and approximately 25 elementary students participated, Fall 2018 and Spring 2019: 3 teacher candidate and approximately 25 elementary students
Summary of the Outcome of the Activities and/or Programs	Program supports reading instruction in the public schools, and gives teacher candidates the opportunity to develop literacy instruction and provide enrichment and remediation to at-risk youth. Assessment will include pre-post testing on reading levels using Lexile testing material and software. Academic progress in the public schools is measured formally and informally at several intervals throughout the school year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>7. Brevard College Library Sources and Staff Were Shared with Public Schools:</b> All Transylvania County School students and teachers
Priorities Identified in Collaboration with LEAs/Schools	7.1 Research support 7.2 Literacy Support (Brevard College Library houses the Orton-Gillingham curriculum used to help tutors who work with students in our public schools with severe dyslexia.)
Activities and/or Programs Implemented to Address the Priorities	7.1 Research databases are shared and staff provides mentoring to seniors working on graduation research papers. 7.2 Young Adult Literature and Children's Literature is shared with elementary and middle school students.
Start and End Dates	On-going from 2012
Number of Participants	Five library staff members and over 100 community students and families were served during 2018-19 school year
Summary of the Outcome of the Activities and/or Programs	7.1 Improved research and information literacy skills for public school students, K-12 7.2 More reading by children 7.3 Good will in the community
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>8. Participant/Writer of Weekly Newspaper Column</b> called "Everyday Education" in local newspaper by Director of Teacher Education: Transylvania County Schools
Priorities Identified in Collaboration with LEAs/Schools	To better inform parents and community members about teaching and learning issues in their local schools
Activities and/or Programs Implemented to Address the Priorities	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, and Growth Mindset.
Start and End Dates	Began in August 2012 and on-going through 2019
Number of Participants	Writers have included Brevard College's Director of Teacher Education and Elementary Education Professor, a School Psychologist, a Elementary Teacher, a Superintendent of Schools, a High School Teacher, a First Year Teacher and a K-12 Information Technology Specialist. The readership includes residents of Transylvania County, surrounding counties and out-of-state visitors.

Summary of the Outcome of the Activities and/or Programs	The column regularly receives letters from readers and has 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 our public schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>9. Aid to high school students during College Application Week:</b> Transylvania, Buncombe, and Henderson LEAs and CFNC.org.
Priorities Identified in Collaboration with LEAs/Schools	Help high school students in applying for college
Activities and/or Programs Implemented to Address the Priorities	Admission faculty and staff gave high school seniors application advice, reviewed essays, and answered logistical questions for the application process.
Start and End Dates	Fall 2018
Number of Participants	Two Brevard College staff and approximately 10 high school student with or without parents
Summary of the Outcome of the Activities and/or Programs	Ten students accepted into higher education who may not have been otherwise
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>10. STEM Instruction: Sharing of NSF ROVERS GRANT, Robotic Club at Robert L. Patton High School, Morganton, NC</b>
Priorities Identified in Collaboration with LEAs/Schools	10.1 To develop robotics mechanical and software skills
Activities and/or Programs Implemented to Address the Priorities	The robotics club is building a rover based on the NASA Jet Propulsion Laboratory Opensource Rover,. The design is based on the Mars Rovers, and is meant to be built by robotics clubs and enthusiasts.
Start and End Dates	Starting November 1, 2018 to no ending date at this time
Number of Participants	Six high school STEM students, and one STEM K-12 instructor, and four Brevard College faculty members
Summary of the Outcome of the Activities and/or Programs	As part of our NSF ROVERS grant, we have provided the Patton High School with the materials to build the rover. We are building a twin at Brevard College. The students have completed 75% of their rover as of May 1, 2019. The students and their instructor visited Brevard College May 2, 2019 so we could compare notes and provide guidance. When completed, we will use their rover remotely in our introductory science classes from Brevard College for remote sensing labs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<b>11. Teaching 21st Century Collaboration and Leadership Skills Partnership:</b> Brevard Middle School
Priorities Identified in Collaboration with LEAs/Schools	Improve the 21st Century Skills (Collaboration, Leadership, and Interpersonal) of middle school students
Activities and/or Programs Implemented to Address the Priorities	Full day instruction of collaborative skills with team-building activities
Start and End Dates	Began Spring 2015 and continued through March, 29, 2019
Number of Participants	Four Brevard College WLE faculty and twenty students in WLE "Group Games and Initiatives" class, three middle school teachers, and approximately 180 eighth grade students



Summary of the Outcome of the Activities and/or Programs	Survey reports from the middle school teachers and students were highly favorable. Teachers commented on "the enthusiasm of the students"--"This fieldtrip is becoming a highlight of the semester for our students" and appreciated" the collaboration and leadership skills taught." We all hope that this will carry over into classroom behavior and academic success.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	12 <b>Diversity Forum:</b> Transylvania, Henderson and Buncombe County Schools
Priorities Identified in Collaboration with LEAs/Schools	Series of informational session workshops on issues related to diversity including LGBT students, dyslexia, cyber--bullying, culturally relevant teaching practices, and immigration and ELL students.
Activities and/or Programs Implemented to Address the Priorities	Invited larger educational community to participate in the forums to learn and grow their ability to "welcome all students in the classrooms"
Start and End Dates	Tuesday and Thursday evenings in February-April, 2019. This is the fourth year of the Diversity Forum and it is becoming an important educational program for our college and community. Public radio did a story on the forum this year and more area public school teachers attend each year.
Number of Participants	More than 100 local community members, classroom teachers, and teacher candidates.
Summary of the Outcome of the Activities and/or Programs	Local teachers participated on a voluntary basis to grow their awareness of social equity and diversity issues in our schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	13. <b>Facilities Sharing:</b> Transylvania Public Schools
Priorities Identified in Collaboration with LEAs/Schools	13.1 Space needed for technology planning
Activities and/or Programs Implemented to Address the Priorities	TCS school personal used the facility at no expense for a three day technology planning retreat.
Start and End Dates	May-19
Number of Participants	Five TCS school administrators used the college facilities at no expense.
Summary of the Outcome of the Activities and/or Programs	The technology administrators and school personnel surveyed learning software and completed grants and strategic plans for providing technology for the teachers and students and personnel in the school system.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	14. <b>The Democracy Project: Brevard Middle School, Rosman Middle School, Brevard Academy,</b>
Priorities Identified in Collaboration with LEAs/Schools	14.1. Promote Project Based Learning in the Schools, 14.2. Supplement Civics Education in our Public Schools, 14.3. Help middle school social studies teachers provide engaging and authentic learning activities to teach these aspects of NC social studies curriculum: the ability to analyze different viewpoints and access to democratic rights and freedoms, understand the ways in which conflict, compromise, and negotiations have shaped North Carolina and the United States; understand the role that citizen participation plays in

	societal change; understand how different cultures influence North Carolina and the United States; analyze how democratic ideals shape local, state, and national governments.
Activities and/or Programs Implemented to Address the Priorities	This partnership collaborates with middle schools in the county to schedule local civic leaders and professionals who will come and speak to 7th and 8th grade classrooms, work with middle school teachers to help students create projects, provide authentic assessment for the projects, and organize an events night where middle school students and their families can come to view the young people's projects.
Start and End Dates	First year was Spring 2018; 2nd year 2019
Number of Participants	One College education professor, 4 former retired educators, 8 middle school teachers and approximately 250 middle schools students.
Summary of the Outcome of the Activities and/or Programs	Over 250 middle school students engaged in project based learning to learn standards in the North Carolina middle school social studies curriculum.

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	1
Female	2
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	0
African-American	0
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	2
Multi-Racial	0
Student does not wish to provide	1

### B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	2

	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	6
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1
	Total	6	Total	9
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	1

Part-Time				
	Asian		Asian	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
	Asian		Asian	
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
	Asian		Asian	
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin	

	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
	Asian		Asian	

**C. Program Completers and Licensed Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license</b>						
Prekindergarten						
Elementary		1				
MG						
Secondary		2				
Special Subjects		2				
EC						
VocEd						
Special Services						
Total	0	5	0	0	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Brevard	9	67	33
Bachelor	State	3,186	85	67

**E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.**

LEA	Number of Teachers
Transylvania County Schools	17
Henderson County Schools	12
Buncombe County Schools	7

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

Measure	Baccalaureate
MEAN SAT Total	N/A

MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN CORE-Combined	484.83
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	N/A
MEAN GPA	3.33
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	1	1	1	*	1	*	1	*
Math (grades 9-12)	1	1	1	*	1	*	1	*
Health and Physical Ed	1							
Art	1							
Institution Summary	4	2	2	*	2	*	2	*

\* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.  
 \*\*Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

**H. Time from admission into professional teacher education program until program completion**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	0	1	1	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency						

	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	0
Comment or Explanation: Because Brevard College is a small residential liberal arts school with few on-line classes and because we are located in the Western part of the state that does not currently have a teaching shortage, we have few, if any, requests for residency licenses, although we would accommodate if a local LEA had qualified candidates that could meet our class schedules.						

### I. 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	8	2

### J. Field Supervisors to Students Ratio (include both internships and residencies)

1:4
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### K. Teacher Effectiveness

Institution: Brevard College							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <a href="https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</a>.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			N/A	70.0%	N/A	10	N/A
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not	Developing	Proficient	Accomplished	Distinguished	Sample	Missing

	Demonstrated					Size	
Inst. Level:			N/A	66.7%	N/A	9	N/A
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			33.3%	66.7%		9	N/A
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			N/A	70.0%		10	N/A
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			N/A	55.6%	N/A	9	N/A
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	N/A	N/A	7	5		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		