

# 2020-2021

## EPP Bachelor Performance Report

### Brevard College

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North Carolina Department of  
**PUBLIC INSTRUCTION**

#### Overview of the Institution

Brevard College, located in Brevard, North Carolina, is a liberal arts college of approximately 750 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 2020-21, Brevard College hosts a diverse student body of whom approximately 40 percent are from outside of North Carolina including several foreign countries, and 33 percent of students are representatives of minority sub-groups. The Teacher Education Program was granted permanent State approval and National Accreditation by TEAC (Teacher Education Accreditation Council) in Fall 2009. In 2020-21, 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 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 teacher 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. The eleven 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

Traditional	Lateral Entry	Residency
X		X

## Brief Description of the unit/institutional efforts to promote SBE priorities.

**For the report, briefly describe your current efforts or future plans to the recent legislation 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 "21st 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 in professional learning communities 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 of the NC Professional Teaching Standards, "Teachers establish a respectful environment for a diverse population of students," we annually host a Diversity 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 we require of all candidates.

**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 ELL teacher provides a workshop to teach best practices and strategies to effectively teach students of limited English proficiency to our teaching candidates during EDU 305, "Facilitating Instruction," and/or in our evening required Diversity Forum sessions. This workshop helps to debunk myths/misconceptions about ELL 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 ELL 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 the EPP.**

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 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 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 304, "Teaching in the Digital Age," 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 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 candidates' 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 teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.**

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 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 use 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 annually attends Digital Learning Research Symposiums/Conferences sponsored by the Friday Institute and Department of Public Instruction. Faculty members of the Teacher Education Program participate in workshops on technology sponsored by local, state, and national organizations.

**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. Teaching 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 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 art tool box with strategies for integration of the arts across the curriculum.

## **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 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.

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
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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.
- A Google Doc folder 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.
- 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 most 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 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 2020-21, 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.

**Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.**

36 % of candidates in the EPP that are first generation college attendees

36 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

**In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.**

It is critical that our teacher candidates learn the learning theories that serve as foundation to the specific literacy practices that establish a strong literacy instructional model. In EDU 313, Methods of Reading Instruction, our students are introduced to the five pillars of literacy as established by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. A significant portion of time is spent examining the stages of phonemic awareness and learning tasks that can help build phonological awareness. Since phonemic awareness is based on sound, not print, it is especially important to develop our early childhood candidates' understanding about why nursery rhymes, singing, and story time are building blocks that lead to emergent literacy. We then shift to examining the alphabetic principle and orthographic elements that serve as the foundation for phonics instruction. Our candidates learn about the power of systematic, explicit phonic instruction, especially for students who struggle and have phonological processing difficulties.

In EDU 303, Exceptional Learners, our candidates participate in a workshop to grow their understanding of dyslexia as a reading disability. In addition our students learn to examine curriculum materials and understand the importance of assessing student readers to learn from their miscues in order to strengthen their reading achievement.

Our candidates examine a variety of approaches and resources such as Orton Gillingham, Phonics Works, and LETRS curriculum materials. They are expected to learn the six syllable types, the role of onset/rime, and how the skill of syllabication can help young readers build strong decoding skills. Our students examine decodables, predictable books, level readers, and basal texts to learn the appropriate time and place for using each type of literature. Using materials provided by our local school system, our students viewed videos from Science of Reading training modules and also had a chance to speak to

local teachers who have participated in early adoption of materials including the sounds walls (replacing word walls) which help readers notice how our mouth shapes make different phonemes. Additionally, early childhood candidates take EDU 210 Speech and Language Development course to grow their understanding. All candidates are expected to also complete EDU 320, Children’s Literature, to learn about the vast variety of genres that exist for whetting young readers’ appetites and creative thoughts.

In addition to Science of Reading and time/emphasis on phonemic awareness and phonics, we are committed to helping our students learn how to implement the different components of a balanced literacy approach, including use of Read Aloud, Shared Reading, Guided Reading, and Independent Reading. We partner with a local after school program, Rise and Shine, to work with struggling readers. Our candidates create detailed guided reading lessons that emphasize aspects of literacy instruction before, during, and after the reading of the text and make sure to purposefully scaffold literacy strategies and implement a progression or gradual release of responsibility approach to grow young readers. Finally, we use the Comprehension Toolkit to help our candidates notice how questioning, inferring, and making connections can build comprehension and understanding.

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

**A. Direct and Ongoing Involvement with/and Services to Public Schools**

LEAs/Schools with whom the EPP has Formal Collaborative Plans	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.
Start and End Dates	Because of COVID-19, partnerships and assessment clinics did not happen as frequently throughout the 2020-21 school year.
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
Number of Participants	Limited in 20-21 due to COVID-19 restrictions.
Activities and/or Programs Implemented to Address 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.
Summary of the Outcome of the Activities and/or Programs	Assessment Clinic and partnerships were suspended in 21-22 due to COVID-19, but are set to resume in 21-22 school year.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	2. Dropout Prevention Tutoring: Brevard Middle School
Start and End Dates	Inaugurated (2008-2009), project reframed 2009-2010 and continued 2010-2021
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
Number of Participants	18 middle school females and 1 BC faculty
Activities and/or Programs Implemented to Address 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
Summary of the Outcome of the Activities and/or Programs	Approximately 18 middle school students were mentored to help motivate at-risk students and improve success and retention of students.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	3. General Instructional and Assessment Support: Transylvania County Public Schools: Brevard High School, Rosman High School, Brevard Middle School, Rosman Middle School and Brevard Elementary
Start and End Dates	On-going since 2004
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
Number of Participants	Suspended during COVID-19, academic year 20-21; set to resume in academic year 21-22.
Activities and/or Programs Implemented to Address Priorities	Activities suspended during COVID-19, academic year 20-21; set to resume in academic year 21-22.
Summary of the Outcome of the Activities and/or Programs	Activities suspended during COVID-19, academic year 20-21; set to resume in academic year 21-22.

<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>4. Student Growth Mindset Mentoring Program of Teacher-Identified At-Risk Students: 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</p>
<p>Start and End Dates</p>	<p>Both Fall and Spring 2020-2021 (This is the eighth year of the Growth Mindset Mentoring Partnership.)</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>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</p>
<p>Number of Participants</p>	<p>Approximately 24 public school students: many were mentored virtually rather than face to face because of COVID-19.</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>4.1 EDU 205 (Fall) and EDU 205 (Spring) students worked 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 ethic.</p> <p>Mentoring continued virtually throughout the 20-21 academic year.</p>

Summary of the Outcome of the Activities and/or Programs	Twenty-four public school students were mentored during COVID-19 year of 21-22.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	5. Guided Reading Partnership with Rise and Shine, an after-school program that serves public school students in all Transylvania County Schools. (Did not happen in academic year 20-21 due to COVID-19, set to resume in 21-22.
Start and End Dates	Grant written and received in 2012-2013; reading instruction and enrichment began 2013-2014 school year; program continued through 2019-2020 academic year.
Priorities identified in Collaboration with LEAs/Schools	5.1 To provide a balanced literacy program for fifty students in grades K-12 5.2 To improve the literacy proficiency of all students enrolled 5.3 To help close the achievement gap for under-represented students 5.4 To provide high quality after-school instruction to students
Number of Participants	Did not happen in academic year 20-21 because of COVID-19, set to resume in 21-22.
Activities and/or Programs Implemented to Address Priorities	5.1 Teacher candidates organized and delivered guided reading instruction. 5.2 Teacher candidates led enrichment groups related to non-fiction texts and math support.
Summary of the Outcome of the Activities and/or Programs	Due to COVID-19. the partnerships did not happen, The partnership is set to resume in Spring 22.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	6. Brevard College Library Sources and Staff Were Shared with Public Schools: All

	Transylvania County School students and teachers
Start and End Dates	On-going from 2012
Priorities identified in Collaboration with LEAs/Schools	6.1 Research support 6.2 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.)
Number of Participants	Approximately 100 students served during the 20-21 academic year.
Activities and/or Programs Implemented to Address Priorities	6.1 Research databases are shared and staff provides mentoring to seniors working on graduation research papers. 6.2 Young Adult Literature and Children's Literature is shared with elementary and middle school students.
Summary of the Outcome of the Activities and/or Programs	6. Brevard College Library Sources and Staff Were Shared with Public Schools: All Transylvania County School students and teachers
LEAs/Schools with whom the EPP has Formal Collaborative Plans	7. Faculty Development with Brevard High School and Davdson River Schools in Transaylvania County: Stress Management Sessions
Start and End Dates	Academic Year 20-21
Priorities identified in Collaboration with LEAs/Schools	Developed to Support teachers in their stress management, particularly during COVID-19.

Number of Participants	Approximately 50 high school faculty members, one BC Health instructor, and 2 school administrators
Activities and/or Programs Implemented to Address Priorities	One Brevard College Health Instructor delivered 10 recorded sessions for faculty use.
Summary of the Outcome of the Activities and/or Programs	Approximately 52 school employees received development in personal wellness during COVID-19 school year.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	8. Teaching 21st Century Collaboration and Leadership Skills Partnership: Brevard Middle School
Start and End Dates	Began Spring 2015 and continued annually through 2021, April 21
Priorities identified in Collaboration with LEAs/Schools	Improve the 21st Century Skills (Collaboration, Leadership, and Interpersonal) of middle school students
Number of Participants	Approximately 4 middle school teachers and 150 middle school students.
Activities and/or Programs Implemented to Address Priorities	Full day instruction of collaborative skills with team-building activities
Summary of the Outcome of the Activities and/or Programs	150 middle school students built skills in collaborative learning and SEL.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	9. Diversity Forum: Transylvania, Henderson and Buncombe County Schools

Start and End Dates	Unfortunately, this year because of COVID-19, the forum did not happen. We plan to resume the diversity forum in academic year 21-22.
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. Forum did not happen due to COVID-19 restrictions; the Diversity Forum will resume in 21-22.
Number of Participants	N/A Due to COVID-19: Set to Resume in Spring 22.
Activities and/or Programs Implemented to Address Priorities	Invited public school teachers and larger educational community to participate in the forums to learn and grow their ability to "welcome all students in the classrooms"
Summary of the Outcome of the Activities and/or Programs	N/A Due to COVID-19: Set to Resume in Spring 22
LEAs/Schools with whom the EPP has Formal Collaborative Plans	10. The Democracy Project: Brevard Middle School, Rosman Middle School, Brevard Academy,
Start and End Dates	First year was Spring 2018; 2nd year 2019 , 3rd Year 2020, 4th year 2021
Priorities identified in Collaboration with LEAs/Schools	1. Promote Project Based Learning in the Schools,2. Supplement Civics Education in our Public Schools, 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

	<p>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.</p>
<p>Number of Participants</p>	<p>Approximately 4 middle school teachers and 150 middle school students</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>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.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Approximately 4 middle school teachers and 150 middle school students received both instruction and assessment in civics education and were able to participate in an evening of presentation to the larger community.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>11. Civics Education "Grace for President" Resources: Transylvania 2nd and Fifth Grade Students and selected 2nd and 5th grade classrooms in Buncombe and Henderson County.</p>
<p>Start and End Dates</p>	<p>Fall 2020</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<ol style="list-style-type: none"> <li>1. Improve Civics Education</li> <li>2. Improve ELA and Math Integration Instruction</li> </ol>

Number of Participants	Three BC Faculty, two elementary candidates and over 200 elementary students
Activities and/or Programs Implemented to Address Priorities	Teacher Candidates developed lesson plans for 2nd and 5th grades in ELA and Math elaborating on concepts from a children's book Grace for President. The candidates created and shared a Google Site with curriculum materials and resources to public school teachers; children's theater professor also collaborated. Due to COVID-19, a planned children's theatre production could not happen.
Summary of the Outcome of the Activities and/or Programs	Books and Lesson Plans were shared with 60 classrooms in the region.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Western Carolina Community Action Partnership for Early Childhood Education: Transylvania County Schools
Start and End Dates	Started in 2019 and continuing through 2021
Priorities identified in Collaboration with LEAs/Schools	<ol style="list-style-type: none"> <li>1. Prepare more early childhood educators for our public school systems and for our region.</li> <li>2. Prepare higher quality field experiences to better educate early childhood educators for our public schools.</li> </ol>
Number of Participants	Three faculty at BC Teacher Education Program, Early Education staff at WCCA, and 4 early childhood educators candidates
Activities and/or Programs Implemented to Address Priorities	1. Established four paid intersnhips for students of Early childhood Education to help improve early childhood education services by creating a powerful, real-world learning experience for the next generation of BK teachers in our public

	<p>schools and in our early childhood education centers.</p> <p>2. Provided free CPR and Infant/Children Safety Courses.</p>
Summary of the Outcome of the Activities and/or Programs	<p>1. Our education methods classes use WCCA's early childhood centers as an embedded field experience placement where students learn side-by-side with teachers in the actual classroom to prepare students for BK licensure so they can become teachers in our Pre-K public school classrooms.</p> <p>2. WCCA staff provides coaching and feedback on students' monthly progress and impact in the classroom.</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	NC T.E.A.C.H. Early Childhood Education in North Carolina and Transylvania County Schools
Start and End Dates	2019 and on-going since
Priorities identified in Collaboration with LEAs/Schools	1. To provides scholarships to early childhood education teachers working in the region to pursue scholarships for education.
Number of Participants	Currently 6 early childhood education candidates working in Transylvania County NC-PreK programs and in regional Head Start Programs receive scholarships to fund their education.
Activities and/or Programs Implemented to Address Priorities	<p>1. Scholarship assistance to pay for tuition.</p> <p>2. Paid leave for classes and grants for textbooks</p>
Summary of the Outcome of the Activities and/or Programs	BC's first BK licensure student completed all course work for the BK Licensure in Spring

	20. Currently, she is employed by Transylvania County Schools. Four other early childhood education and BK licensure candidates are working as assistant teachers in public schools or at regional Head Start Programs. They are not acquiring debt for their quality education.
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**II. CHARACTERISTICS OF STUDENTS**

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

Gender	Number
Male	4
Female	16
Gender Neutral	0
Gender Not Provided	0
<b>Total</b>	<b>20</b>
Race/Ethnicity	Number
African-American	1
Am. Indian/ Alaskan Native	0
Asian	1
Hispanic/Latino	2
Native Hawaiian/ Pacific Islander	0
White	16
Two or More Races	0
Race Not Provided	0
<b>Total</b>	<b>20</b>

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

Full-Time						
	Male		Female		Gender Neutral	
<b>Undergraduate</b>	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	5	White	16	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	1	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0

	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	1	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	1	Native Hawaiian/Pacific Islander	0
	White	0	White	3	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

<b>Program Area</b>	<b>Bachelor Degree</b>	<b>Licensure Only</b>	<b>Residency</b>
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<b>PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
Prekindergarten	0	0	1	0	0	0
Elementary	0	2	0	0	0	0
Middle Grades	0	0	0	0	0	0
Secondary	2	0	1	0	0	0
Special Subjects	0	0	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Comment(s):</b>						

**D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.**

<b>Bachelor</b>		<b>2019-20 Program Completers</b>	<b>2019-20 Licensed</b>		<b>2019-2020 Completers Employed in 2020-21</b>	
		<b>N</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Alternative	Institution	*	*	*	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	8	8	100.00	7	87.50
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available \* - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.

- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

**E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.**

LEA	Number of Teachers
Transylvania County Schools	25
Henderson County Schools	16
Buncombe County Schools	11

**F. Quality of student teachers admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT Math	*
MEAN SAT Verbal	*
MEAN ACT Composite	22.06
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	N/A
MEAN CORE Reading	N/A
MEAN CORE Writing	N/A
MEAN CORE Math	N/A
MEAN GPA	3.40
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

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

*Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.*

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate						
2017	English	1	*	1	*	1	*	1	*
2017	Health and Physical Ed	1	*	1	*	1	*	1	*
2017	Music	2	*	2	*	2	*	2	*
2017	Institution Summary	4	*	4	*	4	*	4	*
2018	Elementary (grades K-6)	1	*	1	*	1	*		
2018	Math (grades 9-12)	1	*	1	*	1	*		
2018	Music	1	*	1	*	1	*		
2018	Science (grades 9-12)	1	*	1	*	1	*		
2018	Social Studies (grades 9-12)	1	*	1	*	1	*		
2018	Institution Summary	5	100	5	100	5	100		
2019	Elementary (grades K-6)	1	*	1	*				
2019	Health and Physical Ed	2	*	2	*				
2019	Social Studies (grades 9-12)	1	*	1	*				
2019	Institution Summary	4	*	4	*				
2020	Art	1	*						

2020	Elementary (grades K-6)	3	*						
2020	Health and Physical Ed	1	*						
2020	Institution Summary	5	100						

**H. Teacher Education Faculty.**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
2	3	4

**I. Field Supervisors to Students Ratio (including both internship and residencies).**

6/20
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**J. Teacher Effectiveness.**

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. 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 2020-21, 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 included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at <a href="https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://www.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 2020-21 school year.</p>

- Blank cells represent no data available.							
- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.							
<b>Standard One: Teachers Demonstrate Leadership</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
<b>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
<b>Standard Three: Teachers Know the Content They Teach</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<b>Standard Four: Teachers Facilitate Learning for Their Students</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<b>Standard Five: Teachers Reflect on Their Practice</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<b>Student Growth: Teachers Contribute to the Success of Students</b>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	N/A	N/A	N/A	0	3
State Level:	13.49%	81.42%	5.09%	1,238	1,169

\* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.