

WARREN WILSON COLLEGE TEACHER EDUCATION PROGRAM

SPECIALTY PROGRAM REPORT: UNDERGRADUATE ELEMENTARY EDUCATION K-6

PART I. INSTITUTIONAL AND PROGRAM OVERVIEW

Warren Wilson College History and Mission: The Institution as a Foundation for Teacher Preparation

The 2007 *Fiske Guide to Colleges* describes Warren Wilson College as “the best of schools where students combine academics, community service and on-campus work. ...Success at Warren Wilson is measured not only by grades, but by community service and a sense of stewardship. ...Students who aren’t afraid to get their hands dirty will see this small liberal arts college as a valuable place that combines the notion of thinking globally and acting locally.”

Warren Wilson College is a primarily undergraduate liberal arts institution. In the fall of 2006 enrollment stands at approximately 830: the target is an average of 800 students in an academic year, which represents an almost doubled population in the last ten years. The College is located on 1100 acres that stretch from the Swannanoa River to the surrounding Blue Ridge Mountains. The campus is approximately seven miles from downtown Asheville, the cultural center of western North Carolina.

Warren Wilson College was founded by Presbyterians in 1894. The roots of this historic relationship continue to nurture the College's commitment to community, social responsibility, the value of work, and openness in the pursuit of truth. The Mission of Warren Wilson College is to provide an education combining liberal arts study, work, and service with a strong commitment to environmental responsibility and experiential opportunities for international and cross-cultural understanding in a setting that promotes wisdom, spiritual growth, and contribution to the common good. In 2004-2005 the College re-affirmed its accreditation by the Southern Association of Colleges and Schools (D1¹).

In recent months William Sanborn “Sandy” Pfeiffer, Ph.D., has been named sixth president of Warren Wilson College. Pfeiffer succeeded Douglas M. Orr Jr., who retired after 15 years as president. Under Doug Orr, Warren Wilson College experienced significant growth in the number of students, faculty and academic programs, and has built 20 new facilities on campus. In his convocation address for the 2006-07 academic year (D2), Dr. Pfeiffer laid out the following new emphases for the College:

1. Assessment and analysis of academic and non-academic programs;

¹ Throughout this report, reference is made to additional documentation available in the Documents Room. References are to “D1” “D2” etc., and the master list is appended to this report.

2. Planning based on this data and the 2003 strategic plan, which successfully articulates the College mission and goals: the College now needs an action plan to indicate how we will get there;
3. Enrollment steady at 800 for the next three years
4. Culture issues, emphasizing healthy choices and respectful living and a serious scrutiny of making diversity a reality on campus
5. Communications: more reporting and transparency related to decision-making.

These new priorities for the College have very important implications for the unit, the Teacher Education Program at Warren Wilson College. As this report describes our work in the last five years, it also looks ahead to some of the changes likely to enhance our program. It is notable that, as of July 2006, the College has its first Director of Institutional Research and Educational Assessment. As the unit described in this report has a substantial history of required reporting to outside agencies, the Teacher Education Program expects to be a leader as data-driven decision making becomes more of a habit across the institution. We also recognize (and expect) that data will be used to streamline programs and taking an intense look at costs and benefits: we consider this NCATE and NCDPI review an opportunity to make the case for the quality of our efforts and the excellence of our Program's graduates.

Academic Requirements at Warren Wilson College

At Warren Wilson College, all undergraduates complete a minimum of 128 credit hours, with 32 hours specified in a range of disciplines to ensure a strong grounding in the liberal arts (D1). It is the College mission to ensure that every course requires students to think critically, obtain and evaluate information effectively and communicate clearly. The size and the collaborative nature of Warren Wilson College make for natural interdependence between subject matter and professional courses. The Education Department is fully integrated into the College, and the Teacher Education Program is recognized as an important option for students.

The Work Program

In addition to strong academic preparation, the College's required work program aims to develop student initiative and responsibility from the beginning of enrollment at Warren Wilson College. During each academic term, all resident students (approximately 90%) are required to work 15 hours per week on campus as a part of an organized and supervised crew: they are compensated for this work as part of their tuition. Students and supervisors (paid staff and often faculty) work together to operate and maintain the College (D3). Students are important members of the College community with intimate knowledge of its workings, from the plumbing to the fiber optics, from office support roles and dining crew to work on the organic garden and extensive farm and miles of trails. As both individuals and as members of a crew, our undergraduates are preparing for the world of work.

The Service Learning Tradition at Warren Wilson College

While the Work Program serves the needs of the College campus, the Service Learning Program (a graduation requirement for more than 40 years) reaches beyond Warren Wilson boundaries to address needs in other communities. Students must complete 100 hours of documented service, 60 hours of which must be completed before senior year registration, and at least 25 hours of service credit must be earned in an extended project (D4). The service requirement at Warren Wilson College exposes students to, and immerses them in, the needs and the capabilities of diverse communities. Whether Warren Wilson College students serve in Asheville-Buncombe County or faraway places, they expand their education while seeking to address issues of social and environmental justice. The Service-Learning Office provides logistical support and some training, including tutor preparation often provided in collaboration with the Education Department.

New Priorities: The Warren Wilson College Mission Values Global Awareness and Environmental Stewardship, Energizing The Teacher Education Program

As part of the preparation for Warren Wilson College's 2004-2005 re-affirmation of its accreditation by SACS, all members of the community revisited the College mission statement. Long deliberations resulted in a statement that the fundamental triad of academics, work and service was joined *with a strong commitment to environmental responsibility and experiential opportunities for international and cross-cultural understanding* (D5). The Teacher Education Program welcomed this articulation of what was already a clear direction for the College, and an important dimension of teacher preparation. Our collaboration with the College's Environmental Leadership Center has supported their Eco-Team outreach to public schools; our candidates have taken enthusiastic advantage of the Warren Wilson WorldWide Program, and the Education Department has sponsored study trips through that office.

The College fulfills its mission by

1. Practicing an integrated triad of academic study, useful and productive work, and service to others beyond the campus community.
2. Preparing students for service, leadership, and meaningful lifelong work and learning.
3. Nurturing a small residential community where students, faculty, staff, and governing board share close personal relationships, and collaborate in the governance of the College.
4. Serving students who represent a broadly diverse world.
5. Offering an educational program that
 - a. enables students to think critically, obtain and evaluate information effectively, and communicate clearly;
 - b. introduces students to a variety of ways by which humans acquire and use knowledge;

- c. provides students with opportunities to develop a breadth of understanding and to make connections among areas considered critical to a liberal arts curriculum;
- d. requires that students demonstrate a depth of understanding through competence in one or more academic disciplines;
- e. furnishes students with opportunities to understand and appreciate a variety of cultures;
- f. assists students in developing awareness of the environment, the commonality of human problems, and the diversity of the world;
- g. leads students into considered reflection on the meaning and value of work and service to others;
- h. guides students in examining their lives and articulating their beliefs and values;
- i. provides students with opportunities for personal, physical, moral, and spiritual development.

Warren Wilson College strives to be a learning community that enhances whole, examined, productive, and fulfilling lives of maturity, freedom, creativity, and joy.

The goals of the Triad Education Program at Warren Wilson College, which forms the basis of the Teacher Education Program, are to

- Provide students with appropriate guidance and support to facilitate an effective transition into college.
- Ensure that students develop skill in obtaining and critically evaluating information and in clearly articulating and communicating their knowledge, both orally and in writing.
- Lead students into considered reflection on the meaning and value of work and service to others.
- Assist students in developing awareness of their own and other cultures, the commonality of human problems, and the diverse nature of our current world.
- Help students to develop an understanding of the range of processes by which humans generate and affirm knowledge, and to consider several alternative ways of knowing.
- Facilitate transition to life beyond college by providing students the opportunity to examine their lives and to articulate personal, moral, and spiritual beliefs and values.
- Ensure that students develop breadth of understanding in a range of areas considered critical to a liberal arts curriculum.

General Education Core Competencies

Warren Wilson College general education core competencies consist of 32 credit hours in designated Liberal Arts Area courses where students attain the breadth of understanding in a range of areas considered critical to a liberal arts curriculum. Descriptions of the core competencies are listed below, excerpted from the SACS study (D5).

**Warren Wilson College
General Education Competencies**

Identification Phrase	Full Description
Liberal Arts Area	Breadth of understanding in a range of areas considered critical to a liberal arts curriculum
AES Artistic Expression	
GI Language and Global Issues	
HIS History and Political Science	
LIT Literature	
MAT Mathematics	
NAT Natural Science	
PHI Religion and Philosophy	
SOC Social Science	
Reading	Obtaining information through reading
Written Communication/Writing	Clear articulation and communication of knowledge in writing
Oral Communication	Clear articulation and communication of knowledge orally
Mathematical Skills/Math	Obtaining and critically evaluating information mathematically
Basic Computer Skills	Obtaining, critically evaluating, managing, and communicating information through the use of computer processing
Thinking/Reasoning/ Problem Solving	Employing reasoning as a process for generating, affirming, and critically evaluating knowledge
Sources of Knowledge/ Ways of Knowing	Understanding the range of processes by which humans generate and affirm knowledge and consider alternative ways of knowing
Meaning and Value of Work and Service	Considered reflection on the meaning and value of work and service to others.
Human Diversity/ Cultural Awareness	Awareness of the commonality of human problems, and the diversity of the world
Environmental Awareness	Awareness of the environment
Reflection on Life	Ability to examine one's own life
Beliefs and Values	Awareness of and ability to articulate personal, moral, and spiritual beliefs and values

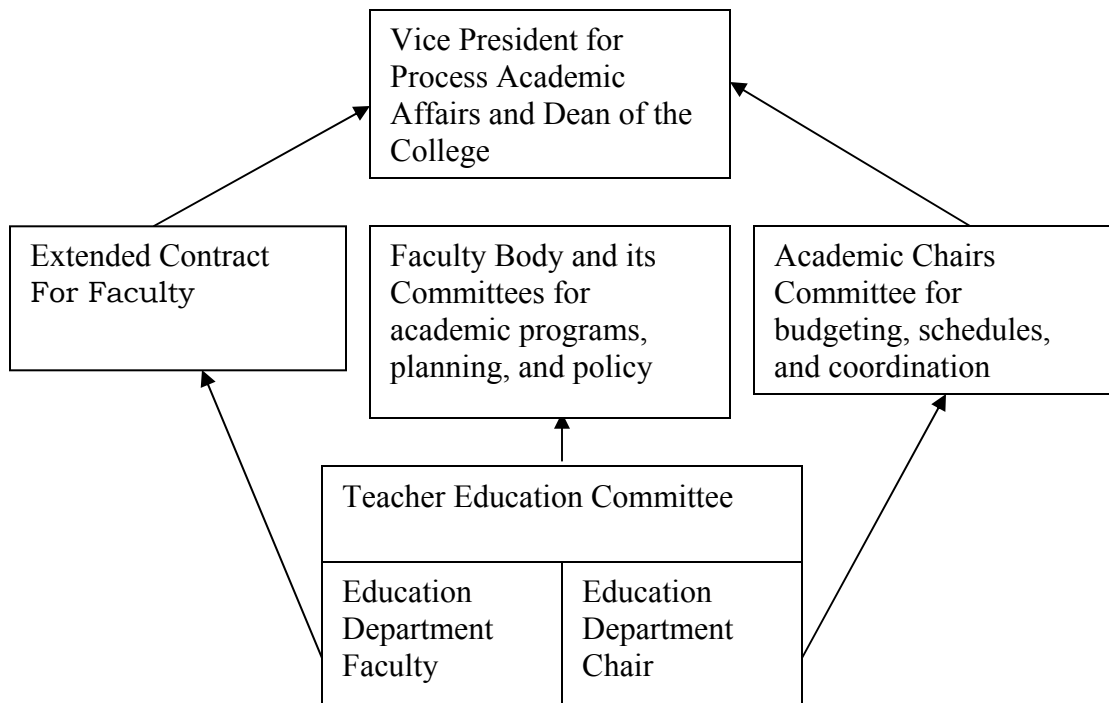
THE TEACHER EDUCATION UNIT

Mission

The mission of Teacher Education at Warren Wilson College is to develop teacher candidates who are reflective innovators, serving in communities with head, heart, and hands.

Organization and Enrollment

The Teacher Education Program unit is comprised of the Teacher Education Committee, which consists of the Chair of the Education Department, all Education faculty, a representative faculty member from each of the departments which contribute to the Program, a representative of the library faculty, the Associate Academic Dean or other representative from Academic Affairs, and one or more student representatives as nominated by the Department and/or nominated by Student Caucus. The 3.5 member Education Department carries out the policies of the Teacher Education Committee with the aid of one half-time administrative assistant (one of very few such paid positions in the College).



The Education Department is a single department offering and coordinating the four Teacher Preparation Programs leading to licensure: (1) Elementary Education K-6, (2) Secondary Licensure for English 9-12, (3) Secondary Licensure for Social Studies 9-12, (4) Secondary Licensure for Math 9-12.

Table IO.1 shows the present status of the Elementary Education program: the number of hours in the major (including the general education curriculum), and the enrollment in each program as of May 2006. The Warren Wilson College semester is 16 weeks long, divided into two eight (8) week terms, and courses are typically awarded two or four credits. “Expected” students are not formally admitted candidates, but they have enrolled in multiple EDU courses and in most cases they have declared an education major to the Registrar.

Table IO.1. Program Status of Teacher Education Programs

Licensure Area	Award Level	Hours required	Agency or Association Review	Program Report Submitted	State Approval Status	Graduated 05-06	Formal Enrollment 5/06	Expected 5/06
Elementary Education K-6	BA	55 in targeted Triad courses and 48 in professional studies	NCDPI NCATE	Yes	Approved	12	8	13

The program for preparation of teachers at Warren Wilson College consists of three components:

1. The Triad Education Program, ensuring both a sound content-knowledge foundation for Elementary Education majors and a liberal arts education for all majors, and enhancing traditional coursework with work, service, environmental stewardship, and global awareness;
2. Professional studies that equip candidates with knowledge about learners and substantial pedagogical skills; and
3. Fieldwork placements and pre-service teaching experiences that ground candidates in authentic K-12 classrooms and schools.

Candidates interested in or accepted by the elementary education program are advised by faculty in the Education Department. There are three (3) fulltime faculty members staff the Education Department, and one half-time faculty position serving as the Liaison to the Mountain Area Child and Family Center. There are no adjunct faculty utilized at this time. All faculty who are serving during the 2006- 2007 school year are listed in Table IO.2.

Table IO.2. Faculty in the Education Department 2006-2007

Faculty member	Department and status	Education	Courses in the Elementary Education Program <i>Please note that all EDU faculty share in fieldwork sequence responsibilities</i>
Lynne M. Firsel	Education	B.S., University of Illinois M.Ed., University of Virginia Ed.D., University of Virginia Postdoctoral Studies, University of Virginia	EDU 209 Child and Adolescent Literature EDU 312 and 313 Exceptionalities I and II EDU 324 Math Curriculum K-6
Anne L. Jonas	Education	B.S., Guilford College M.Ed., Harvard University	EDU 305 Educational Psychology EDU 321 Reading /Language Arts Curriculum K-6 EDU 416 Integrated Curriculum K-6
Laura B. Turchi	Education, Chair	B.A., St. Olaf College M.Ed., National College of Education Ed.D., Appalachian State University	EDU 215 Classroom Observations K-12 EDU 302 Education Policy and Classroom Practice
Pat H. Tuttle	Education, MACFC Liaison (half-time)	M.A., Presbyterian School of Christian Education B.A. St. Andrews Presbyterian College A.A. Peace College	EDU 303 Early Childhood Curriculum and Practicum
Amy E. Boyd	Education/ Biology/ Environmental Science (alternate year teaching responsibilities in the department)	B.A., Earlham College M.S., Antioch New England Graduate School Ph.D., University of Arizona	None

Table IO.3 Teacher Education Committee Members

Mary O. Brown	Reference and Interlibrary Loan Librarian	B.A., Bennington College M.L.S., University of South Carolina
Merrin Clough	Student representative	
Victoria M.Garlock	Psychology	Sc.B., Brown University Ph.D., University of Alabama - Birmingham
Carol Howard	English, chair Theatre/Writing	B.A., State University of New York - Purchase M.A., M.Phil., Ph.D., Columbia University
Philip Jamison	Mathematics	B.A., Hamilton College M.S., Western Carolina University
Edward O. Raiola	Outdoor Leadership, Chair	B.A., California State University - Chico Outdoor Leadership M.A., University of Northern Colorado Ph.D., Union Graduate School
J. Thomas Showalter	History	B.A., Maryville College M.A.C.T., University of Tennessee

STATE REQUIREMENTS FOR APPROVAL TO PROVIDE A LICENSURE PROGRAM

Praxis II Pass Rate

Because such a small number of program completers, in an already small program, choose to complete the Praxis II test for North Carolina Licensure, our pass rates have varied widely over the past years. According to the IHE Performance Reports, the scores that are available are listed below. New NCLB-based definitions of High Quality Teachers are likely to cause more candidates to complete the test, and we will continue to monitor the pass rate and their preparation for doing well on the examination.

Elementary Education (K-6) Specialty Area/Professional Knowledge	Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
1999-2000	5	80
2000-2001	3	*
2001-2002	3	*
2002-2003	4	75
2003-2004	4	75
2004-2005	4	100
*To protect confidentiality of student records, pass rates based on fewer than four test takers are not printed.		

Certification of Methods Faculty

Faculty member	Courses taught in the Elementary Education major	NC Licensure
Lynne Firsell	EDU 324 Mathematics Curriculum K-6 EDU 312 and 313 Exceptionalities I and II	Special Education K-12 Elementary Education
Anne Jonas	EDU 322 Reading and Language Arts K-6 EDU 416 Integrated Curriculum K-6	Pending
Laura Turchi	EDU 215 Classroom Observations K-12 EDU 302 Education Policy and Classroom Practice	K-12 Curriculum and Supervision English 7-12

ALTERNATIVE ROUTE PROGRAMS

Warren Wilson College is a traditional residential College where most students enroll within a year or two of high school graduation, and where 90% of the population lives on campus. The complexity of scheduling work crew participation as well as academic coursework has meant that most courses are taught during the day. There are very few night courses and the College does not have an undergraduate program in the summer. Nonetheless, the Education Department has been able to welcome a few licensure-only candidates, and has policies in place to complement the work of the Regional Alternative Licensure Center for lateral entry and other non-degree students.

1. Policy of the Teacher Education Committee

The Teacher Education Committee has discussed its policies in light of non-traditional students, and has adopted the following policy to ensure that lateral entry and licensure-only students are supported in their endeavors to become teachers.

LICENSURE-ONLY CANDIDATES

Minimum requirements for recommendation to NCDPI for licensing

All *lateral entry* students are welcomed for individual classes.

Students who already hold a BA or BS degree and desire licensure recommendation must complete the following:

1. Licensure-only candidates must complete all professional studies course requirements. Transcripts will be reviewed by the EDU Department Chair, and a plan of study designed. Licensure-only students must complete two requirements at Warren Wilson College:
 - a. EDU 302 Education Policy and Classroom Practice (CCII)
 - b. EDU 406 Student Teaching in the Secondary School or EDU 420 Student Teaching in the K-6 School

All student teaching requirements apply, including prohibitions against other work and outside obligations. Teacher Assistants who are pursuing a teaching license *may*, with the agreement of the school district, continue to be employed so long as they can complete all requirements of the student teaching experience.

2. Candidates must have a cumulative 2.5 grade point average for undergraduate work. Candidates with a B.A. or B.S. degree do not need to take Praxis I.
3. Elementary education (K-6) licensure candidates must complete all targeted triad requirements as determined by review of transcripts by the EDU Dept. Chair.

4. Secondary (9-12) licensure candidates must complete all major requirements as determined by review of transcripts by the EDU Dept. Chair in consultation with the TEC member and/or chair of the academic major department.
5. The Teacher Education Committee may also require licensure-only candidates to complete Praxis II testing if, for instance, transcript coursework is more than ten years old or there other concerns about the candidate meeting academic standards.

2. Credit for Prior Learning Policy for Warren Wilson College

To further support non-traditional students who seek teaching licensure, the “Credit for Prior Learning” policy at Warren Wilson College makes it possible for coursework to be waived in light of life experience or other qualifications brought by a particular candidate. The policy follows.

Degree-seeking students who are 25 years of age or older may petition to receive academic credit for prior non-academic learning experiences. A maximum of 16 credit hours may be obtained through this procedure. The fee for evaluation of credits for prior learning is \$10 per credit hour.

Credit for Prior Learning recognizes that non-classroom experiences may often equal class learning and may therefore be worthy of credit toward a planned degree program.

Credit for Prior Learning is awarded only in areas that fall within the regular curricular offerings of Warren Wilson College, are part of the instructional program that the student is completing at Warren Wilson College, and relate directly to the student's current educational goals.

Credit for Prior Learning is awarded only for documented learning which ties the prior experience to the theories and data of the relevant academic field, and may not duplicate credit already awarded or remaining courses planned for the student's academic program.

Procedure

Students wishing to obtain credit for prior learning may submit a preliminary request to the Vice President for Academic Affairs & Dean of the College. The request should briefly summarize the subject matter in which the student is prepared to demonstrate and document learning that is appropriate to the undergraduate program.

The Vice President for Academic Affairs will appoint a committee consisting of one or more regular members of the faculty to work with the student in developing a more detailed proposal. One of the faculty members will be designated as the advisor.

The proposal should demonstrate how the prior learning experiences contribute to the student's proposed major, minor, triad education requirements, or elective program, following the conditions described above. The proposal must identify specific courses at Warren Wilson College that are relevant to these experiences. The proposal must be

approved by the committee members and the Vice President for Academic Affairs.

The student shall submit thorough documentation of the learning experiences described in the proposal. The documentation should describe the specific nature of the learning experience and its relation to the theory and data of the relevant academic field(s). The examining committee shall determine if written examination covering the learning shall be required. Following submission of the written documentation and any examination(s), the committee shall conduct an oral examination over the learning described in the written material. It shall be the responsibility of the examining committee to ensure that the documentation, including a report of the oral examination, provides assurance of academic equivalency to credit earned by conventional means.

Following these procedures, the committee shall submit its recommendation and copies of all written materials to the Vice President for Academic Affairs. The examiners' recommendations are presented to the Academic Council for final approval.

PART II. THE CONCEPTUAL FRAMEWORK

THE CONCEPTUAL FRAMEWORK. THE CONCEPTUAL FRAMEWORK ESTABLISHES THE SHARED VISION FOR THE UNIT’S EFFORTS IN PREPARING EDUCATORS TO WORK EFFECTIVELY IN P-12 SCHOOLS. IT PROVIDES DIRECTION FOR PROGRAMS, COURSES, TEACHING, CANDIDATE PERFORMANCES, SCHOLARSHIP, SERVICE, AND UNIT ACCOUNTABILITY. THE CONCEPTUAL FRAMEWORK IS KNOWLEDGE-BASED, ARTICULATED, SHARED, COHERENT, AND CONSISTENT WITH THE UNIT AND/OR INSTITUTIONAL MISSION, AND CONTINUOUSLY EVALUATED.

The Warren Wilson College Teacher Candidate is *a reflective innovator serving in communities with head, heart, and hands*. At Warren Wilson College, the Conceptual Framework (D6) provides the historical and institutional context for the Teacher Education Program mission and outlines its key components:

1. partnerships with local educators;
2. reflection as a critical tool for continuous improvement;
3. innovation, or strategic thinking about meeting the needs of learners;
4. the diversity of the communities to be served;
5. professional dispositions we value; and
6. the Four Envelopes Process for assessing candidates as they put our shared principles into practice.

The Conceptual Framework draws on a wide range of educational research and policy in order to support the principles and practices it outlines.

The Conceptual Framework is Continually Evaluated

Review of Teacher Education Committee (D7) and Education Department minutes (D8) illustrates the on-going dialogue about the lived experience of the Conceptual Framework. For example:

1. Program qualities and professed ideals and the realities as experienced by fieldwork students and especially student teachers, and as discussed with the Advisory Board.
2. Professional dispositions and decisions related to helping students meet our expectations and thrive in public school settings.
3. Strategizing to help students meet our goals through clarifying expectations and requirements, as well as providing consistent advice, guidance, and feedback.

The Conceptual Framework Is Consistent with the Institution’s Mission

One clear relationship between the College’s mission and the Conceptual Framework is the parallel between the Triad of Academics, Work, and Service and the Mission statement’s inclusion of Head, Heart and Hands. In both cases, we value the whole human being: the student (or candidate) who engages mind, spirit, and effort in improving him or herself – and the world. The Warren Wilson College Mission is at the

foundation of the Teacher Education Program. The Conceptual Framework, stating that the Warren Wilson College Teacher Candidate is *a reflective innovator serving in communities with head, heart, and hands*, is the way we describe our work, our specific mission, within the College and to the wider education community. Review of the recent SACS Institutional Analysis report (D9) submitted by the Education Department indicates the many ways that the Teacher Education Program supports the Institutional Mission. A few highlights include:

1. Contributions to the Triad Education Program, such as a First-Year Seminar that also serves as a recruiting strategy for the program, and substantial collaboration with the Service-Learning Office, as well as sponsoring two work crews.
2. Efforts in tandem with the Office of Admission to recruit students who represent a broadly diverse world.
3. Courses that require students to think critically, obtain and evaluate information effectively, and communicate clearly.
4. Leading students into considered reflection on the meaning and value of work and service to others.

The Education Department's Institutional Analysis Report, with its discussion of the unit's Four Envelopes Process for performance assessment, was highlighted in the College's re-affirmation documents.

The Conceptual Framework Articulates Professional Commitments and Dispositions

The Conceptual Framework makes it clear that the success of the unit and its graduating candidates depends on partnerships with local educators; reflection as a critical tool for continuous improvement; innovation, or strategic thinking about meeting the needs of learners; understanding the diversity of the communities to be served; professional dispositions we value; and the Four Envelopes Process for assessing candidates as they put our shared principles into practice. These topics are key components in the Conceptual Framework

The Conceptual Framework and the Curriculum Standards

The goal of the Warren Wilson College Teacher Education Program is to prepare initially certified teachers to be excellent teachers, using the framework of the teacher as a reflective innovator who serves in communities with head, heart, and hands. The unit has worked diligently to articulate our principles within the context of the College; we have worked equally hard to ensure that these program qualities are aligned with national and state standards. Chart CF.1 provides one way of seeing the parallels between the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and those of the North Carolina State Board of Education. North Carolina organizes its standards into three categories: Core, Diversity, and Technology standards. Further discussion of the Warren Wilson College Four Envelopes, summarized in this chart, is provided below.

Chart CF.1 Alignment of Warren Wilson College Program Qualities with National and State Standards

<p>INTASC Standards</p>	<p>North Carolina’s Core, Diversity, and Technology Standards</p> <p>CS: Core Standards DS: Diversity Standards TS: Technology Standards</p>	<p>Warren Wilson College’s Four Envelopes²</p>
<p>CONTENT PEDAGOGY The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>CS 1 Teachers know the content they teach.</p> <p>DS 1 Teachers understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.</p> <p>TS 1 Teachers demonstrate sound understanding of technology operations and concepts.</p>	<p>Envelope #1: passion for, and commitment to, diverse learners and their learning.</p> <p>Envelope #2: agility and creativity in teaching, based on knowledge of academic subjects.</p>
<p>STUDENT LEARNING AND DEVELOPMENT The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.</p>	<p>CS 2 Teachers know how to teach students.</p> <p>DS 2 Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</p>	<p>Envelope #1: passion for, and commitment to, diverse learners and their learning.</p>

² Each envelope, which might also be thought of as a program quality or standard, is further defined and articulated through coursework and fieldwork (and in the Conceptual Framework documents and related handbooks for candidates). At the culmination of student teaching, these envelopes provide the framework for the final evaluation of the candidate.

<p>INTASC Standards</p>	<p>North Carolina’s Core, Diversity, and Technology Standards</p> <p>CS: Core Standards DS: Diversity Standards TS: Technology Standards</p>	<p>Warren Wilson College’s Four Envelopes</p>
<p>DIVERSE LEARNERS The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>CS 3 Teachers are successful in teaching a diverse population of students.</p> <p>DS 1 Teachers understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.</p> <p>DS 2 Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</p> <p>DS 3 Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.</p> <p>DS 5 Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.</p>	<p>Envelope #1: passion for, and commitment to, diverse learners and their learning.</p> <p>Envelope #2: agility and creativity in teaching, based on knowledge of academic subjects.</p>

<p>INTASC Standards</p>	<p>North Carolina's Core, Diversity, and Technology Standards</p> <p>CS: Core Standards DS: Diversity Standards TS: Technology Standards</p>	<p>Warren Wilson College's Four Envelopes</p>
<p>INSTRUCTIONAL STRATEGIES The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p>	<p>CS 2 Teachers know how to teach students.</p> <p>TS 3 Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p>	<p>Envelope #2: agility and creativity in teaching, based on knowledge of academic subjects.</p>
<p>LEARNING ENVIRONMENT The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>CS 6 Teachers respect and care about students.</p> <p>DS 1 Teachers understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.</p> <p>DS 4 Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</p>	<p>Envelope #3: initiative and responsibility in managing and monitoring student development and learning.</p>

<p>INTASC Standards</p>	<p>North Carolina's Core, Diversity, and Technology Standards</p> <p>CS: Core Standards DS: Diversity Standards TS: Technology Standards</p>	<p>Warren Wilson College's Four Envelopes</p>
<p>COMMUNICATION AND TECHNOLOGY The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>CS 2 Teachers know how to teach students</p> <p>TS 1 Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>TS 2 Teachers plan and design effective learning environments and experiences supported by technology.</p> <p>DS 4 Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</p>	<p>Envelope #3: initiative and responsibility in managing and monitoring student development and learning.</p> <p>Envelope #4: self-reliance and collegiality within the teaching profession.</p>
<p>PLANNING INSTRUCTION The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>DS 2 Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</p> <p>TS 2 Teachers plan and design effective learning environments and experiences supported by technology.</p>	<p>Envelope #2: agility and creativity in teaching, based on knowledge of academic subjects.</p>
<p>ASSESSMENT The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>TS 4 Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p>	<p>Envelope #3: initiative and responsibility in managing and monitoring student development and learning.</p>

<p>INTASC Standards</p>	<p>North Carolina's Core, Diversity, and Technology Standards</p> <p>CS: Core Standards DS: Diversity Standards TS: Technology Standards</p>	<p>Warren Wilson College's Four Envelopes</p>
<p>REFLECTION AND PROFESSIONAL DEVELOPMENT</p> <p>The teacher is a reflective practitioner who continually evaluates the effects of this or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>CS 5 Teachers are reflective about their practice.</p> <p>DS 6 Teachers of diverse students are reflective practitioners who are committed to educational equity.</p>	<p><i>The Warren Wilson Teacher Candidate is a reflective innovator serving in communities with head, heart, and hands</i></p> <p>Reflection and innovation are intertwined throughout all program requirements.</p>
<p>SCHOOL AND COMMUNITY RELATIONSHIPS</p> <p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>CS 4 Teachers are leaders.</p> <p>DS 3 Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.</p> <p>DS 5 Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.</p>	<p>Quality #4: self-reliance and collegiality within the teaching profession.</p>

The Conceptual Framework is Knowledge-Based

The Warren Wilson College Conceptual Framework is supported by theoretical propositions and research findings in the professional literature. Chart CF.2 presents some of the professional literature reviewed that supports the Conceptual Framework.

Chart CF.2 Bibliography of Professional Literature Related to the Conceptual Framework

Author/Editors	Publication Year	Bibliographic Reference
Anderson, J.B., Swick, K.J., Yff, Y., Eds.	2001	Service-Learning in Teacher Education: Enhancing the Growth of New Teachers, Their Students, and Communities. AACTE ED 451 167
Butler, J.	1996	Professional development: practice as text, reflection as process, and self as focus. <u>Australian Journal of Education</u> , 40, pp. 265-283.
Cho, G. & DeCastro-Ambrosetti, D.	2005	Is ignorance bliss? Pre-service teachers' attitudes toward multicultural education. <u>High School Journal</u> , 89 (2) p.24-28.
Clift, R.T.& Brady, P.	2005	Research on methods courses and field experiences. In M. Cochran-Smith & K. M. Zeichner (Eds.), <i>Studying Teacher Education</i> (pp. 309-424). Washington, DC: American Educational Research Association
Cochran-Smith, M. & Lytle, S.L.	1993	<u>Inside/Outside: Teacher research and knowledge</u> . New York: Teachers College Press.
Darling-Hammond, L.	1988	Policy and professionalism. In A. Lieberman (Ed.), <u>Building a professional culture in schools</u> (pp. 55-77). New York: Teachers College Press.
Darling-Hammond, L.	2000	How teacher education matters. <u>The Journal of Teacher Education</u> , 51 (3) p. 166-174.
Dewey, J.	1938	<u>Experience and Education</u>
Drever, C. & Cope, P.	1999	Students' use of theory in an initial teacher education programme. <u>Journal of Education for Teaching</u> , Vol. 25 (2) p. 97-110.
England, A. & Spence, J.	1999	<u>Reflection: A Guide to Effective Service Learning. Linking Learning with Life</u> . National Dropout Prevention Center, Clemson, SC.
Fajet, W., Bello, M., Leftwich, S.A., Mesler, J.L.& Shaver, A.N.	2005	Pre-service teachers' perceptions in beginning education classes. <u>Teacher and Teacher Education: An International Journal of Research and Studies</u> , 21 (6) p. 717-727.
Floden, R. & Menketti, M. (2005)	2005	Research on the effects of coursework in the art and sciences and in the foundations of education. In M. Cochran-Smith & K. M. Zeichner (Eds.), <i>Studying Teacher Education</i> (pp. 261-308). Washington, DC: American Educational Research Association
Grossman, P.	2005	Research on pedagogical approaches in teacher education. In M. Cochran-Smith & K. M. Zeichner (Eds.), <i>Studying Teacher Education</i> (pp. 425-476). Washington, DC: American Educational Research Association.
Hollins, E. & Guzman, M. T.	2005	Research on preparing teachers for diverse populations. In M. Cochran-Smith & K. M. Zeichner (Eds.), <i>Studying Teacher Education</i> (pp. 477-548). Washington, DC: American Educational Research Association.

Author/Editors	Publication Year	Bibliographic Reference
Korinek, L., Walther-Thomas, C., McLaughlin, V. & Williams, B.	1999	Creating classroom communities and networks for student support. <u>Intervention in School & Clinic</u> , 35 (1), p 3-9.
LaMaster, K. I.	2001	Enhancing preservice teachers field experiences through the addition of a service-learning component. <u>The Journal of Experiential Education</u> , 24 (1) p 27-33.
Maylone, N.	2002	Identifying desirable pre-service teacher dispositions: An intractable problem? Paper presented at the Annual Meeting of the American association of Colleges for Teacher Education (54 th , NYC, February 23-26 2002) ERIC ED463258
Mills, M & Satterthwait, D.	2000	The disciplining of pre-service teachers: Reflections on the teaching of reflective teaching. <u>The Asia-Pacific Journal of Teacher Education</u> , 28 (1), p. 29-39.
The National Board for Professional Teaching Standards	1992	<u>Five Core Propositions: What Teachers Should Know and Be Able to Do</u> . Detroit: Author.
Nieto, S.	2000	Placing equity front and center: Some thoughts on transforming teacher education for a new century. <u>The Journal of Teacher Education</u> , 51 (3) p. 180-188.
Noddings, N.	1992	<u>The Challenge to Care in Schools: an alternative approach to education</u> . New York: Teachers College Press.
Norlander-Case, K., Reagan, T. & Case, C.	1999	<u>The Professional Teacher: The preparation and nurturance of the reflective practitioner</u> . Agenda for Education in a Democracy, Volume 4. San Francisco: Jossey-Bass.
Paley, V.	1990	<u>White Teacher</u>
Pecheone, R.	1999	The roles of standards and assessment: A dialogue” In Darling-Hammond, L., Diez, M.E., Moss, P., Pecheone, R., Pullin, D., Schafer, W.D., and Vickers, L. eds., p. 11-40.

Author/Editors	Publication Year	Bibliographic Reference
Shacklock, G.	1998	Professionalism and intensification in teaching: a case study of “care” in teachers’ work. <u>The Asia-Pacific Journal of Teacher Education</u> , 26 (1), p. 177-189.
Shastri, A.	2003	Preservice teachers’ responses to a service learning experience. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago II, April 21-25, 2003) ERIC ED478764.
Thornton, S. J.	2001	Subject matter in social studies teacher education. Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington DC 11/15/2001) ERIC ED033320.
Vannatta, R.A. & Fordham, N.	2004	Teacher dispositions as predictors of classroom technology use. <u>Journal of Research on Technology in Education</u> , 36 (3), p. 253-271.
Walkington, J.	2005	Becoming a teacher: encouraging development of teacher identity through reflective practice. <u>Asia-Pacific Journal of Teacher Education</u> , 33 (1) p. 53-64.
Winch, C.	2004	What do teachers need to know about teaching? A critical examination of the occupational knowledge of teachers. <u>The British Journal of Educational Studies</u> , 52(2), p. 180-196.

The Conceptual Framework Provides for a Coherent System of Instruction, Practice, and Assessment

The Warren Wilson College Conceptual Framework provides a clear delineation of the qualities that must be addressed throughout in-class and field study by all candidates. The mission appears on all syllabi and there are specific references to the Four Envelopes and how each course moves candidates towards these goals (D10). In preparation for this report, unit faculty in the Education Department audited each course for its contribution to the Four Envelopes Process, and prepared supporting evidence from syllabi, instructional materials, and student work samples. These audit reports are combined and excerpted throughout this report. Each course audit file is available in the Documents Room. The audit format is

1. Identification of course
2. Catalogue description
3. Place of course in program sequence, highlighting when in a typical 4-year plan this course is completed (differentiating elementary or secondary as appropriate)
4. Number of times offered since Fall 2000 (with syllabus for previous iterations)
5. Enrollment chart
6. Narrative of course organized into categories
 - a. Envelope 1
 - b. Envelope 2
 - c. Envelope 3
 - d. Envelope 4
 - e. Diversity
 - f. Technology
7. Chart of evidence that supports the narrative: student work samples, teaching materials, lecture notes, texts, other artifacts
8. Evidence files

All courses in the Teacher Education Program make important contributions to the development of students. The contributions are sequenced to support candidates as they become reflective innovators serving in communities with head, heart, and hands. The Conceptual Framework, especially as used as a template for an audit such as this one, provides direction for development and modification of curriculum. The Conceptual Framework provides direction for development and modification of curriculum. The criteria used for the semester-ly and annual review of the Teacher Education Program is based on the Conceptual Framework.

The program qualities based on the Conceptual Framework, including the professional dispositions, provide the basis for assessing undergraduates' candidates' performance at ten assessment points described in Table CF.3. The Document Room includes both sample files for students and all actual candidate files, providing evidence of these assessment points.

Table CF.3 Assessment Points Aligned to the Conceptual Framework

Assessment point/ format	Assessment by	Alignment to the Conceptual Framework
1. Preliminary application and/or enrollment in introductory EDU coursework (D11)	EDU faculty in department meetings, noting special talents and raising concerns	Early indicator of professional dispositions through explanation of prior experiences, reason for interest in education field
2. Early fieldwork requirements within professional coursework (D12)	EDU faculty and host teachers and administrators	Indicators of professional dispositions ; early explorations of Envelopes 1 and 4: reflections on experiences as a student; initial self-assessments of biases (and new understandings) about learners and learning and the institution of school and its place in the community.
3. Formal application to the Teacher Education Program (D13)	Teacher Education Committee	Writing prompt requires candidate to attach an essay that describes his/her progress toward the Teacher Education Program goal for all (future) educators. The candidate is required to address each of the "Four Envelopes" assessment qualities in terms of what specific skills and knowledge he or she has to offer to K-6 or 9-12 schools
4. Advanced fieldwork requirements independent from but incorporating professional coursework (D12)	EDU faculty and host teachers and administrators	Writing prompts and on-line discussion of observations and classroom interactions in light of 4 Envelopes; interview with host teacher in terms of Envelope #2 and #3
5. Application for a Student Teaching Placement (D14)	Teacher Education Committee members; recommendations/requests are then passed on to LEAs. Different principals and teachers treat these documents in varying way: some scrutinize closely for any error, others see the process as pro-forma and immediately work on placements	Professional dispositions Writing prompt is for a "Quasi job application" and intended to capture field experiences to date (and attitudes toward them, which incorporates Envelope 1). Candidates are asked to provide a typed, one-page description of fieldwork experiences, including any preferences that might help a school match instructional style or curricular interests (referencing Envelope 2 and 3).

6. Student teacher monthly reports to the Teacher Education Committee (D7)	Student teachers and Teacher Education Committee members	Candidates reflect on their preparation and the discoveries they are making now that they are in full-time teaching; they report on strategies and new learnings in the context of the Four Envelopes
7. Student Teaching midterm (D15)	Cooperating teacher, College supervisor, and student teacher	Format for the midterm includes candidate reflection and self-evaluation on progress to date. Candidates receive feedback on Basic skills and competencies (knowledge, skills, and dispositions) as well as progress toward Four Envelopes completion.
8a. Student Teaching evaluation notebook and final evaluation (D16)	Cooperating teacher, College supervisor, and student teacher	Student Teaching Evaluative Notebook presents evidence of how the candidate meets each of the Four Envelopes Program Qualities . Each Envelope requires a reflective essay; each artifact is labeled following a cycle of reflection
8b. Student Teaching evaluation notebook and community presentation (D17 and D18)	Teacher Education Committee; cooperating teachers and others from the local schools; upcoming student teachers; other members of the College community	Candidates display their Student Teaching Evaluative Notebook, they make a collaborative presentation and table display about practice and experience.
9. Senior Letters and Education-program-specific Senior Letter addendum (D19)	College and Departmental assessment of student teaching/ program experience in context over all College experience	Student teacher reflects on overall program experience and College experiences throughout the four years (academics, work, service, and more) including the Four Envelopes Process and candidate preparation for the profession
10. NC IHE Performance Report Survey of In-state Teachers; Advisory Board and alumni events (locally teaching graduates) (D20 and D21)	Locally teaching graduates and other alumni reporting to Teacher Education Committee	EDU department reflects on programmatic information related to Professional Dispositions and the Four Envelopes and acts on it (especially suggestions and recommendations from the Advisory Board)

The Conceptual Framework Is Shared

Over the last five years, the Education Department has, as a team, developed and revised the Warren Wilson College Teacher Education Conceptual Framework and resulting assessments, and consulted carefully with the Teacher Education Committee, local graduates, and the Advisory Board on the implementation of the performance assessments. Policy decisions have clearly come from concerns about professional dispositions.

The “Four Envelopes Process” within the Conceptual Framework is an assessment process that provides the backbone to the curriculum; program policies; assessments that provide the specific indicators of the knowledge, skills, and dispositions; fieldwork placements and requirements. We intend for the Four Envelopes Processes to be a demonstration of the beginning of a professional habit, a powerful strategy that candidates should take with them into professional life. “Four Envelopes” is of course a metaphor – a teacher candidate may replace envelopes with file folders, baskets, or even electronic memory. But “The Four Envelopes Process” is a powerful reminder to the future educator to save up evidence of learning in a systematic and thoughtful way. As a requirement for completing their student teaching semester, candidates must gather and reflect on evidence that they meet each of the four identified program qualities in an evaluation notebook or portfolio. They address each program quality in a personal essay, and provide evidence of this quality from their practice as student teachers. Some specific sources of evidence are required, and others are chosen.

Chart CF.4 overviews some of the deliberations and decisions made in the EDU department and recommended to the Teacher Education Committee related to the development of the assessment system based on the Conceptual Framework. The Documents Room includes agendas and minutes from all Education Department, Teacher Education Committee, and Advisory Board Meetings

Chart CF.4 Assessment Development Decisions

Year	Assessment Development Decisions
2000-2001	Changed the approach to Student Teaching applications to include Teacher Education Committee in the approval process (increased emphasis on professional dispositions). Planning for and then creation of the guides to the Four Envelopes Process for student teachers.
2001-2002	EDU and TEC decisions defining student teaching separately from internships and establishing requirements for program completion related to the Four Envelopes Process. Initiating system of gathering comments on Four Envelopes / completing student teachers from faculty in EDU and TEC: subsequent decisions related to clarifying requirements. Praise from local educators about parallels between requirements and state expectations for Performance Based Licensure for new teachers.
2002-2003	Senior letter review in light of Four Envelopes process and student teacher comments on final evaluation process. Planning for community presentations and clarifying expectations. Strategizing to move from “celebratory” Four Envelopes presentations into more evaluative process. Decision to put emphasis on evaluation notebook (portfolio) criteria.
2003-2004	State of North Carolina ends Performance Based Licensure portfolio assessments for new teachers. Decision to maintain requirements in the Teacher Education Program, but work for alignment with evaluation expectations of administrators for new teachers (INTASC standards). Four Envelopes notebooks discussed and jointly evaluated by the department

	(resulting in clarified explanations and expectations).
2004-2005	Four Envelopes process carries forward for student teachers despite unit personnel challenges; Senior Letter “addendum” clarified for use in program evaluation (SACS); Revisions to final evaluation requirements and community presentation completed; Advisory Board solicited on advice for student teachers.
2005-2006	Begin developing a College Supervisor’s Handbook for student teaching (discussion drives additional revisions of the Student Teaching Handbook). Presentation by local LEA representative on county expectations for new teachers and the evaluation process – TPAI-R that new teachers undergo. Education Department designates days throughout the academic year to meet and complete course audits in light of Four Envelopes.

The Conceptual Framework is discussed with school partners at the beginning of each semester when candidates prepare to begin student teaching (D22). School partners use the language and indicators of The Four Envelopes Process from the Conceptual Framework to give feedback and evaluate candidate performance in field experiences and student teaching (D15 and D16)

The Conceptual Framework Demonstrates Commitment to Diversity

An important section of the Conceptual Framework is entitled “Warren Wilson College Teacher Preparation Focuses on the Diversity of Communities That Teachers Join and Serve.” The unit’s commitment to diversity is woven throughout the Conceptual Framework. However, this section outlines the commitment in terms of curriculum, fieldwork, dispositions toward diverse learners, and the advocacy of the Teacher Education Program (D23) toward better diversifying the campus. This advocacy appears to have contributed to the priorities of the new President.

Because of the Conceptual Framework, the Teacher Education program guides students as they read challenging texts about racial, ethnic, and socio-economic diversity. We ensure that through our courses and in their fieldwork, our future teachers encounter a wide range of learners with physical, cognitive, linguistic, and socio-cultural differences. We regularly ask candidates to reflect on how a teacher’s expectations shape a learner’s experiences so that our candidates will recognize how their own backgrounds and experiences necessarily influence how they understand the children and young adults they will teach. The unit’s Envelope 1, *passion and commitment to diverse learners and their learning* leads the faculty to ensure that our candidates understand how an individual’s home life, sexual preference, learning abilities, religious practices, and other important differences can impact his or her experiences in a classroom, and especially the critical need to belong and feel accepted. These important discoveries are codified in the professional dispositions we teach our candidates to exhibit.

The commitment to diversity is clearly integral to the Four Envelopes Process. Envelope 1 defines a successful candidate as passionately committed to diverse learners and their

learning. Envelopes 2 and 3 require candidates to attain the knowledge and skills that enable learning to happen for all students. Envelope 4 reminds the candidate that he or she must utilize the school, the community, the family, and teacher and staff colleagues in order to sustain and support learning for all learners.

As Warren Wilson College begins a new era with a new College President, the Teacher Education Committee has advocated for the College to prioritize increasing diversity on our campus. We have urged the Trustees to give the new President the tools – scholarships, support staff, faculty, and programs – that are required. We recognize that money for scholarships are necessary but not sufficient to increase the diversity of our campus and thus our program. Other colleges are finding that money must be invested in coordinated efforts: funding for scholarships and grants rather than loans; funding for support services and outreach programs that benefit the entire community; and even funding for faculty, because of the enormous competition for the most highly qualified individuals who are members of under-represented groups.

The unit is inspired by our sister institution, The Mountain Area Child and Family Center, as it has made a commitment to fundraising and community involvement in order to match the federal dollars of Early Head Start. This allows the Center to serve children where at least 50% of their families meet poverty guidelines. All teacher candidates have opportunities to learn from this high quality center (D24).

The Conceptual Framework Demonstrates Commitment to Technology

The Conceptual Framework states that “the ever-expanding opportunities arising from technology are some of the most fertile grounds for teacher candidate innovation. The Teacher Education Program promotes technology-based practices integrated throughout its courses.” The integration of technology allows candidates to learn through its tools as well as utilize them for teaching. The unit promotes technology use as it provides tools that enable candidates to engage learners and meet their diverse needs. Table PPKS.4 provided later in this report provides evidence of the technology that is integrated into all courses as a result of this commitment.

PART III. EVIDENCE FOR MEETING EACH STANDARD

STANDARD 1 – CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state approved standards and indicators for the specialty area.

ELEMENT 1. CANDIDATES FOR AN INITIAL LICENSE MEET THE CORE STANDARDS.

CORE STANDARD 1: TEACHERS KNOW THE CONTENT THEY TEACH.

Warren Wilson College elementary education candidates know the subject matter they plan to teach and can explain important principles and concepts as delineated in professional, State, and institutional standards.

Content knowledge for Warren Wilson College teacher candidates is assessed through their academic achievement in the content areas, their successful completion of upper level professional courses in curriculum and instruction, and the candidates' performance evaluation during and as a culmination of student teaching.

A. Evidence of assessment of a candidate's academic achievement in the content areas.

Review of sample student files (D25) or actual student files available in the Documents Room provides evidence of how academic achievement is monitored. Candidates must meet the state-defined minimum of a 2.5 QPA in order to be formally accepted in to the Teacher Education Program (D13). A spreadsheet of current candidates and program completers and their QPAs at entry of the program and at graduation is available in the Documents Room (D26).

Advising forms and program of study plans (D27 and D28) are designed to be aligned with, and ensure completion of, North Carolina state standards for program areas. North Carolina is an NCATE partnership state, and a team from the North Carolina Department of Public Instruction will affirm that state standards are met for all program areas.

Candidates meet content knowledge expectations through course work in the College's Triad Education Program (see institutional overview), which ensures that students develop breadth of understanding in a range of areas considered critical to a liberal arts curriculum.

For pre-service elementary teachers, Triad Education courses integrate content knowledge within a liberal arts perspective. Through additionally participating in the required series of **targeted** Triad courses (such as in life and physical sciences, social

sciences, mathematics, and philosophy and religion) teacher candidates in elementary education build their content knowledge base. Targeted course selection is based on the K-6 curriculum in North Carolina guidelines and competencies.

Targeted Triad Courses

Elementary Education majors complete a course of study that expands on the Triad requirements to ensure they have a broad knowledge of key content areas, including English Language Arts and literacy; life, physical, and earth sciences; the major concepts in "social studies," which include history, geography, anthropology, archaeology, economics, political science, psychology, and sociology; and the major concepts in mathematics. Required additional coursework includes:

<p>Natural science: 4 additional credits BIO 102 Field Natural History PHY 111 Physical Science OR PHY 112 Earth, Light, and Sky</p>
<p>Global studies (or language): targeted class is GLB 115 Introduction to Geography or any foreign language</p>
<p>Social Studies: 4 additional credits, to ensure that all students complete HIS 131 United States History I OR HIS 132 United States History II HIS 236 North Carolina History OR HIS 251 Appalachian Histories SOC 100 Introduction to Sociology OR ANT 200 Introduction to Anthropology (meeting Triad Requirements in History/Political Science and Social Science)</p>
<p>Mathematics: targeted MAT 111 Mathematics for Liberal Arts OR MAT 114 Statistics</p>
<p>Physical Education: 3 additional credits ODL 215 Initiatives for Adventure Education Although Triad Education Requirements do not include physical education (there is a strong Wellness extra-curricular program, described below), the ODL requirement is one that consistently receives strong appreciation in Senior Letters and from locally teaching graduates. The course gives elementary education candidates skills in leading group and team-building activities.</p>

Candidates may request to meet these requirements through more advanced coursework. Because such work represents increased academic rigor, this choice is generally encouraged by Education advisors, and such changes to a candidate's Teacher Education Program are approved by the Education Department.

B. Evidence of assessment of a candidate’s academic achievement in the content areas during upper-level professional courses in curriculum and instruction.

Although content knowledge is important for many dimensions of successful teaching, the Warren Wilson College Conceptual Framework includes Envelope Two, describing the program quality most closely associated with academic skills.

Table CK.B.1 shows partial results of the program audit, where each EDU course was assessed for evidences of its contributions to the Four Envelopes. This table indicates where upper-level professional courses are specifically focused on content area knowledge.

Please note that column two provides an overview of the course based on an extensive audit: supporting evidence (assignments, texts, student work, assessments, etc.) for each of these claims is available in the documents room in course-by-course file boxes.

Table CK.B.1 Evidence of Assessment of Academic Achievement: Coursework in Elementary Education

<p>Program Quality 2 Candidates enrolled in these courses...</p>	<p>...develop <i>agility and creativity based on knowledge of their subject matter</i> through...</p>
<p>EDU 312 Exceptionalities and Inclusion I</p>	<p>Planning, designing, and executing lessons and instructional activities based on knowledge of particular subjects Adapting teaching strategies to the needs of students Preparing materials to fit the understanding of the students in the classroom</p>
<p>EDU 313 Exceptionalities and Inclusion II (elementary education requirement)</p>	<p>Planning, designing, and executing lessons and instructional activities based on knowledge of particular subjects Adapting teaching strategies to the needs of students Preparing creative materials to fit the understanding of the students in the classroom</p>
<p>EDU 324 Math Curriculum K-6 (elementary education requirement)</p>	<p>Planning, designing, and executing lessons and instructional activities based on knowledge of particular subjects Adapting teaching strategies to the needs of students Preparing creative materials to fit the understanding of the students in the classroom</p> <p>The students in the course are required to design, implement and reflect on lessons that they created for the classrooms in which they are placed for their field experiences. The lessons must reflect best practices and be flexible enough to accommodate appropriate strategies for all types of learners. The students in the course prepare materials that are developmentally appropriate as well as discuss accommodations and modifications of lessons for different ages of children in grades K-6. In addition to teaching individual lessons, students must prepare a two-three week math unit that will be integrated with other areas of the curriculum. Each lesson is developed in relation to the NCSCOS and NCTM guidelines as well as to developmental levels of the children.</p>

EDU 416 Integrated Curriculum K-6 (elementary education requirement)	Assignments require students to generate original material (and curriculum) based on new knowledge and examples of effective practice and utilizing their subject matter knowledge (resulting from Triad Education requirements and further investigation and research). Readings and videos (and discussions on those readings) encourage the development of creative practice for integrating themes in curriculum design.
---	---

C. Evidence of assessment of a candidate’s academic achievement in the content areas during and as a culmination of student teaching.

At the “midterm” of student teaching, which the unit defines as the point at which a student teacher is taking on primary responsibility for a classroom, the cooperating teacher and College supervisor meet to assess the student teacher’s progress and likelihood of successful completion. To complete this assessment they review observations notes (D29), dialogue sheets from the Student Teaching Handbook (D30), and the student teacher’s self-assessments (D31) and actual student files.

Beginning in fall 2006, the new section of the midterm entitled “basic skills” includes two dimensions that assess the candidate’s content area preparation. For each category, candidates receive a rating of 3 = exceeds expectations; 2 = meets expectations; and 1 = does not meet expectations. Here is an excerpt from that evaluation form:

Basic necessities	Student Teacher self-evaluation rating	Cooperating Teacher rating	College Supervisor rating
Preparation of long-term, multi-day, unit lesson plans			
Preparation of daily lessons: materials, activities, content knowledge			

At the end of student teaching, candidates are jointly evaluated by the College supervisor and the cooperating teacher on program qualities stated in the Warren Wilson College Teacher Education Program Conceptual Framework (D16).

Table CK.C.1 indicates the ratings student teachers have received on this program quality as this performance assessment process has been developed. All results, and the original evaluation sheets for candidates, are available in the Documents Room. Discrepancies in totals arise from candidates whose scores are not available.

Table CK.C.1 Evidence of Assessment of Academic Achievement: Final Evaluation Scores in Elementary Education

ELEMENTARY EDUCATION	Total graduates	Envelope 2 evaluations
2000-2001	3	1 above 1 at expectations
2001-2002	14	5 above 6 at expectations
2002-2003	7	4 above 3 at expectations
2003-2004	9	5 above
2004-2005	8	1 above 4 at expectations
2005-2006	12	5 above 4 at expectations
TOTAL	53	21 above 18 at expectations

Narrative comments from Final Evaluations of Student Teachers on Envelope Two also indicate assessment of student teacher content area knowledge. Table CK.C.2 provides narrative comments by Cooperating Teachers, College supervisors, and occasionally the student teachers themselves. This is a selection from candidates graduating in 2005-2006. Complete evaluation forms are available in student files in the Documents Room. Underlined sections highlight how the candidates are perceived as meeting this program quality (Envelope 2) in ways that indicate content knowledge. This evidence helps to illustrate how the unit sees academic prowess as a necessary but not sufficient foundation for teaching: we further emphasize adaptation of materials and the presentation of information in order to meet learner needs.

Table CK.C.2 Evidence of Assessment of Academic Achievement: Final Evaluation Narratives in Elementary Education

ENVELOPE 2: AGILITY AND CREATIVITY IN TEACHING, BASED ON KNOWLEDGE OF ACADEMIC SUBJECTS
[The student teacher] oversaw two different ability groups in his Math instruction. He was able to flexibly decrease or increase his pace depending on the needs of the students. [The student teacher] <u>developed a creative writing unit</u> that mostly consisted of “free writes”. He was able to provide an appropriate amount of instruction and structure to make these successful.
[The student teacher] developed a creative way to teach about <i>Joints and Muscles</i> when he realized that <u>the existing lessons did not effectively get the concepts across.</u>
Working with three grade levels is difficult and [the student teacher] was able to see and meet the needs of all of the children. He showed flexibility in his thinking and <u>integrated units with literature, writing, and art.</u> He allowed the children many opportunities to express themselves and accepted and encouraged their questions and responses. He used a variety of strategies that accommodated from the brightest to the child who was performing at the lowest level. His creativity was evident in his <u>units on ants and time travel.</u> He maintained high expectations. Suggestions were taken and implemented and if he had questions, he was comfortable asking the cooperating teacher.

Table CK.C.2 Evidence of Assessment of Academic Achievement: Final Evaluation Narratives, continued

[The student teacher] was very creative. She provided excellent teaching models and experiences.
[The student teacher described her] writing assignment, A Sensory Description, [that] was an example of this: <u>I creatively invented this assignment and followed it through the many steps of the editing process.</u> This also required working with the students in the computer lab on word processing skills. I had to <u>constantly assess and reassess students' progress on this assignment.</u>
[The student teacher] is good at <u>integrating across curriculum areas.</u> She seems to be a natural at doing this and the students benefit.
[The student teacher] demonstrated this in her facilitation of a Grand Conversation. She very capably introduced the children to the Grand Conversation and was able to manage their various behaviors successfully. She called on students equitably and provided a safe place for all students to participate.
[The student teacher] <u>created learning games</u> for the class. Her experiences from past work and service such as the Eco Team was very helpful in all areas and especially in the area of questioning techniques. She was <u>skillful in re-directing children who may have been off task or off subject.</u> During Black History Month, [the student teacher] was skillful at tying in the topic to each day's work.

Members of the Teacher Education Committee also read and assess evaluation notebooks. Table CK.C.3 provides evidence of assessment of content area knowledge through the Four Envelopes Process through narrative comments by Teacher Education Committee members. This is a selection from candidates graduating in 2005-2006. Complete evaluation forms are available in student files and in a compilation of evaluative comments available in the Documents Room (D18).

Table CK.C.3 Evidence of Assessment of Academic Achievement:

ENVELOPE 2: AGILITY AND CREATIVITY IN TEACHING, BASED ON KNOWLEDGE OF ACADEMIC SUBJECTS
Notebook showed a commitment to teaching reading in a variety of ways.
I liked seeing examples how different subjects and how excited you were about the methods / books use at [your school] such as Calkins and Wheatley. The weather unit looked interesting and was a good basis for your classroom – good payoff for working so hard on it as a student. Learning how to be flexible is a wonderful thing to have learned “on the job” as you did.
Based on artifacts and hearing about [the student teacher's] approach, I feel that she can capably and creatively teach her subject.
[The student teacher's] ant unit (developed in the integrated curriculum class) showed a strong ability to create developmentally appropriate curriculum. He adjusted and adapted it at the implementation phase.
Great to see the <i>science!</i> (of course I'm a little biased...) Good evidence of inquiry-based teaching. I also really appreciate that you tied the science to math, reading, etc., Great ant unit! You are a very creative teacher.
Great knowledge shown in science and math and how to integrate other disciplines – writing, more math, art, etc.
[The student teacher] demonstrate an understanding of the importance of agility and creativity. She is developing her comfort with acting on this understanding.
Reflections indicate [the student teacher] is building her knowledge and skills in teaching. Creative, hands-on, thoughtful learning for different styles.
Evidence of creating games and units for different ability levels. Great “Space and Light” unit. Integrated subjects shown. Loved the art work! Used math investigations. Experienced different levels and behaviors in this special classroom.

CORE STANDARD 2: TEACHERS KNOW HOW TO TEACH STUDENTS.

CORE STANDARD 3: TEACHERS ARE SUCCESSFUL IN TEACHING A DIVERSE POPULATION OF STUDENTS.

Warren Wilson College teacher education candidates have a broad knowledge of instructional strategies based on content and pedagogical knowledge, and skills delineated in professional, State, and institutional standards to help all students learn. Strategies for increasing the awareness of the candidates about the diversity of learners they will serve is woven throughout the course- and fieldwork and discussed further under the “Diversity” standard below. Core standard 2 and 3 are met through the development of candidates’ professional pedagogical knowledge and skills, and their acquisition of pedagogical content knowledge.

PROFESSIONAL PEDAGOGICAL KNOWLEDGE AND SKILLS

Warren Wilson College candidates can apply the professional and pedagogical knowledge and skills delineated in professional, State, and institutional standards to facilitate learning. This foundational knowledge is organized into two areas (technology skills, and skills for working with families and communities, are also foundational, but these will be addressed later):

1. Candidates become familiar with learning theories
2. Candidates become sensitive to the needs of diverse learners

Warren Wilson College teacher candidates receive a foundation of pedagogical knowledge and skills in four courses, required of all candidates.

The foundational courses in the Warren Wilson College Teacher Education Program are described in the College catalogue:

EDU 215 CLASSROOM OBSERVATIONS K-12

Students considering a career in any form of pre K-12 education should begin with this course, which explores the nature of schooling and the experience of being a student and a teacher. The course spans the semester in order to give ample time for observing and, within limits, participating in local schools--public and private, traditional and alternative. Students are introduced to the world of educational research and the many perspectives available for understanding diverse students, teachers, and schools. Students are also introduced to the Teacher Education Program, PRAXIS I, and other admission requirements.

EDU 302 EDUCATION POLICY AND CLASSROOM PRACTICE

Education's roots are in philosophy, sociology, history, and psychology. This course focuses on understanding the foundations of the education professions and the rationales for schooling in this culture and in others, including the development of curriculum goals, instructional methods, and professional ethics. Particular attention is given to social

justice and equity issues, and resulting school law, organization, and finance in the United States. Students develop and articulate a personal educational philosophy, and discuss the settings where they will best be able to act on their beliefs and values. Substantial work in educational writing and policy analysis and research is required.

EDU 305 EDUCATIONAL PSYCHOLOGY

In this course, students consider psychological principles and research findings as they apply to teaching and learning. Topics include examination of intelligence, cognition, motivation, cultural diversity, community, and classroom leadership and management. In addition, students will examine a variety of instructional strategies and methods of assessing the learner's progress. Particular emphasis will be placed on the application of research-based practices as they can be used in a variety of learning situations in a pluralistic community.

EDU 312 EXCEPTIONALITIES AND INCLUSION I

This course is for the student who anticipates working in any capacity with children or young adults who have special needs that affect more than 5% of the population. It is designed to survey the major aspects/characteristics of high incidence disabilities. Major influences from litigation and legislation are discussed along with contemporary issues and trends in special education. Learning activities include guest speakers, videos, simulations, written reflections, article reviews, and cooperative group opportunities.

Professional Pedagogical Knowledge and Skills: 1. Candidates become familiar with learning theories

The foundational courses expose candidates to a wide range of learning theories, and in these courses future teachers are expected to articulate their own ideas about the nature of teaching and learning.

Table PPKS.1 shows partial results of the program audit, where each EDU course was assessed for evidences of its contributions to the Four Envelopes.

Please note that column two provides an overview of the course based on an extensive audit: supporting evidence (assignments, texts, student work, assessments, etc.) for each of these claims is available in the documents room in course-by-course file boxes.

TABLE PPKS.1 Professional Pedagogical Knowledge and Skills: 1. Candidates become familiar with learning theories

In these foundational courses	Candidates become familiar with learning theories through
EDU 215 Classroom Observations K-12	Candidates read Dewey’s <i>Experience and Education</i> and reflect on the influence of progressive education ideas on their own educations and their ideas about Warren Wilson College
EDU 302 Education Policy and Classroom Practice	Candidates read and discuss aspects of the history of education in the US, including multiple reform movements and the conflicting ideas about the purposes and appropriate practices of education.

<p>EDU 305 Educational Psychology</p>	<p>Candidates focus on how psychological principles and research applies in teaching and learning contexts. The course provides an in depth analysis of cognitive and linguistic processes and development, social and moral development, individual and group differences, behaviorist views of learning, social cognitive views of learning and factors influencing motivation and affect. Throughout the course, diversity (including ethnicity, race, socio-economic, sexual orientation, cognitive processing) is considered as it applies to the respective theory or application of the theory. Students are asked to apply knowledge gained in the course by creating and delivering lessons that reflect an understanding of these theorists.</p> <p>The course utilizes an Educational Psychology textbook that provides broad coverage of theory and psychological research. In addition to the textbook, students read Sylvia Ashton Warner’s book, <i>Teacher</i>, which provides a real-world example for exploring application of the theories they are learning. In addition to these two books, students read excerpts from other relevant books, research articles, and case studies to further explore how theory meets practice.</p>
<p>EDU 312 Exceptionalities and Inclusion I</p>	<p>This course is for the student who anticipates working in any capacity with children or young adults who have special needs that affect more than 5% of the population. It is designed to survey the major aspects/characteristics of high incidence disabilities.</p>

Professional Pedagogical Knowledge and Skills: Candidates become sensitive to the needs of diverse learners

The foundational courses are organized to develop the Four Envelopes program qualities delineated in the Conceptual Framework. Envelope 1, **passion and commitment to diverse learners and their learning**, is closely associated to important professional pedagogical knowledge and skills demonstrating sensitivity to the needs of diverse learners.

Table PPKS.2 shows partial results of the program audit, where each EDU course was assessed for evidences of its contributions to the Four Envelopes.

Please note that column two provides an overview of the course based on an extensive audit: supporting evidence (assignments, texts, student work, assessments, etc.) for each of these claims is available in the documents room in course-by-course file boxes.

TABLE PPKS.2 Professional Pedagogical Knowledge and Skills: Candidates become sensitive to the needs of diverse learners

<p>In these foundational courses</p>	<p>Candidates develop their passion and commitment to diverse learners and their learning through...</p>
<p>EDU 215 Classroom Observations K-12</p>	<p>One important dimension of the course is to help prospective teachers think through their biases and assumptions related to teaching and learning. Through class readings and discussions, individuals are asked to consider their own educational history in light of privilege and opportunity in the US school system. Fieldwork in the class rotates the students among diverse local schools and their observation notes are required to include</p>

	careful consideration of the evidence they see of socio-economic status and other differences.
EDU 302 Education Policy and Classroom Practice	The course considers the historic development of the US public school system and requires candidates to look closely at their assumptions about the purposes of education and the obligations of society to provide an education purportedly to all citizens. Readings on social justice (Kozol), cultural identity (Delpit) and socio-economic status (Payne) all contribute to candidate understanding of the complexity of public education and the many alternatives and reforms that have been proposed. Particular attention is paid to the impact of national and state policies on school configurations and teacher classroom practices.
EDU 305 Educational Psychology	Throughout the course, diversity (including ethnicity, race, socio-economic, sexual orientation, cognitive processing) is considered as it applies to the respective theory or application of the theory. Students are exposed to a variety of supplemental readings to consider different forms of diversity that are present in learning environments. These readings provide a voice to the diversity through the eyes of researchers, children, teachers and parents.
EDU 312 Exceptionalities and Inclusion I	Identification and evaluation of children with special needs is a prescribed process that includes a number of professionals including the classroom teacher. In order to create and provide appropriate learning activities, students in the course need to become aware of the characteristics of children with specific learning needs. In addition, the students need to learn the basic legal requirements under the current IDEA iteration. Best practices in a variety of special education settings are provided through lecture and videotapes. Students discuss accommodations that they have seen in reflective essays after viewing tapes. A videotaped simulation of Learning Disabilities allows the students to experience what it is like to be unable to function in a classroom when they have a disability in reading, visual or auditory perception or writing. Reflections after participating in the simulation indicate that the students become more aware of how to create learning environments and activities that can enhance learning for students with learning disabilities

Pedagogical content knowledge is developed and assessed throughout the Teacher Education Program, and in the Conceptual Framework Pedagogical Content Knowledge is closely associated with Envelope 1: Passion and commitment to understanding diverse learners and their learning; and Envelope 3: initiative and responsibility for managing and monitoring student learning. In other words, candidates are expected to have substantial content area knowledge (see previous section) to build on, and then a significant understanding of learners and classrooms in order to take that knowledge and transmit it to, and construct it with, their students. Candidates are expected to develop, and are assessed on, their pedagogical content knowledge during professional coursework. Candidate's pedagogical content knowledge is also assessed during and as a culmination of student teaching.

A. Development and assessment of pedagogical content knowledge for teacher candidates during coursework

Candidates are expected to develop, and are assessed on, their pedagogical content knowledge during professional coursework. Curricular products and activities are designed, practice lessons are taught. Lessons are organized in units and other evidences of the ability to do long-term planning. Lesson simulations and other mini-teaching experiences are evaluated, and feedback is given to the candidate.

Table PCK.A.1 shows partial results of the program audit, where each EDU course was assessed for evidences of its contributions to the Four Envelopes. This table indicates where upper-level professional courses are specifically focused on content pedagogical knowledge.

Please note that column two provides an overview of the course based on an extensive audit: supporting evidence (assignments, texts, student work, assessments, etc.) for each of these claims is available in the documents room in course-by-course file boxes.

Table PCK.A.1. Development and Assessment of Pedagogical Content Knowledge: Coursework

<p>Pedagogical Content Knowledge Candidates enrolled these courses...</p>	<p>In the terminology of the Warren Wilson College Conceptual Framework, candidates demonstrate they <i>...Develop passion and commitment for understanding diverse learners and their learning</i> and <i>...Develop their initiative and responsibility for creating and managing a productive classroom environment</i> as they design curriculum and create and implement instructional strategies</p>
<p>EDU 303 Early Childhood Curriculum and Practicum (elementary education requirement)</p>	<p>Observing how young children learn and how MACFC’s educational philosophy of learning through play is seen in classrooms with very diverse learners. Readings on professional ethics and classroom practices expected of student educators at Mountain Area Child and Family Center. Discussing and reading on the role of play in learning for young children and how the environment reflects the philosophy of a play based curriculum. Participating in a play workshop to gain insight into their own styles of play and learning. Listening and determining a topic for young children to investigate. Participating in small group learning activities with children and reflecting on their skills and assets using early childhood games and materials corresponding to their college class studies. Balancing a child-centered curriculum with a teacher-directed curriculum.</p>

<p>EDU 312 Exceptionalities and Inclusion I</p>	<p>Using knowledge of students in order to create appropriate learning activities and experiences for students. Successfully building on theoretical understandings of human development through practical teaching experiences Identification and evaluation of children with special needs is a prescribed process that includes a number of professionals including the classroom teacher. In order to create and provide appropriate learning activities, students in the course need to become aware of the characteristics of children with specific learning needs. In addition, the students need to learn the basic legal requirements under the current IDEA iteration. Best practices in a variety of special education settings are provided through lecture and videotapes. Students discuss accommodations that they have seen in reflective essays after viewing tapes. Assessing and documenting student progress and using that information to shape curriculum and instruction Students in this introductory course learn that there are different environments that can promote student learning. Discussion follows the films that focus on ways to accommodate to the needs of the student in areas of curriculum and instruction as well as in creating an environment that is safe and fair to all children. Actual cases are presented that deal with children with Learning Disabilities, Behavior Disorders, and Mental Retardation and with the issue of Inclusion. The cases are discussed and students have the opportunity to demonstrate their knowledge of creating optimum learning environments, modifying curriculum, and facilitating social interactions among all children.</p>
<p>EDU 313 Exceptionalities and Inclusion II (elementary education requirement)</p>	<p>Using knowledge of students in order to create appropriate learning activities and experiences for students. Successfully building on theoretical understandings of human development through practical teaching experiences Identification and evaluation of children with special needs is a prescribed process that includes a number of professionals including the classroom teacher. In order to create and provide appropriate learning activities, students in the course need to become aware of the characteristics of children with specific learning needs. In addition, the students need to learn the basic legal requirements under the current IDEA iteration. Best practices in a variety of special education settings are provided through lecture and videotapes. Students discuss accommodations that they have seen in reflective essays after viewing tapes. Assessing and documenting student progress and using that information to shape curriculum and instruction</p>
<p>EDU 321 Reading/Language Arts Curriculum K-12 (elementary education requirement)</p>	<p>Readings in course text about diverse learners and different approaches to reaching them. Assignments that require application of theory to practice (demonstrating an understanding of diversity of students through practice) Creation of a comprehensive assessment plan as well as specific assessment tools Practice with a variety of assessment tools for use with reading and language arts Readings on effective use of assessment tools in reading and language arts instruction</p>

Table PCK.A.1. Development and Assessment of Pedagogical Content Knowledge: Coursework, continued

<p>EDU 324 Math Curriculum K-6 (elementary education requirement)</p>	<p>Using knowledge of students in order to create appropriate learning activities and experiences for students Working to understand students, parents and the community through participation in the school and beyond. Successfully building on theoretical understandings of human development through practical teaching experiences. Lessons are developed using knowledge of cognitive development as well as development of mathematical concepts which are appropriate for the children in their class. Each lesson or activity includes at least one type of manipulative material appropriate to the developmental levels of the children. Class sessions following their lessons include reflection of the lessons and discussions about modifying lessons for children with specific learning needs or for children at different grade levels. In addition to teaching and reflecting on lessons presented, the students are required to place appropriate lessons in a two to three-week unit plan. Assessing and documenting student progress and using that information to shape curriculum and instruction The students in this course are required to reflect and discuss lessons that have been presented in their field placements as well as in the classroom with their peers. In most cases, the students have not had the opportunity to formally assess the children in their classes at this point in their placements. Their responses to questions indicate that they have a grasp on what their teachers do as well as what they need to do.</p>
<p>EDU 416 Integrated Curriculum K-6 (elementary education requirement)</p>	<p>Assignments that require students to consider diverse learners in design and focus Reflection activities that consider diverse learners Readings that consider diverse learners and the development of curriculum to reach diverse learners Instruction and activities that require consideration of and subsequent development of tools/plans to effectively assess student development and learning Readings (and related discussions) that consider effective ways to monitor student development Reflections (formal and informal) on managing and monitoring student development</p>

B. Evidence of assessment of a candidate’s pedagogical content knowledge during, and as a culmination of, student teaching.

At the “midterm” of student teaching, which the unit defines as the point at which a student teacher is taking on primary responsibility for a classroom, the cooperating teacher and College supervisor meet to assess the student teacher’s progress and likelihood of successful completion. To complete this assessment they review observations notes (D29), dialogue sheets from the Student Teaching Handbook (D30), and the student teacher’s self-assessments.

At the end of student teaching, candidates are jointly evaluated by the College supervisor and the cooperating teacher on program qualities stated in the Warren Wilson College Teacher Education Program Conceptual Framework (D16).

Table PCK.B.1 indicates the ratings student teachers have received on these two program qualities (Envelopes 1 and 3) as this performance assessment process has been developed. All results, and the original evaluation sheets for candidates, are available in the Documents Room. Discrepancies in totals arise from candidates whose scores are not available.

PCK.B.1 Development and Assessment of Pedagogical Content Knowledge: Final Evaluation Scores in Elementary Education

ELEMENTARY EDUCATION	Total grads	Envelope 1	Envelope 3
2000-2001	3	2 above	1 above 1 at expectations
2001-2002	14	7 above 4 at expectations	7 above 4 at expectations
2002-2003	7	7 above	6 above 1 at expectations
2003-2004	9	5 above	3 above 2 at expectations
2004-2005	8	5 above	3 above 1 at expectations 1 adequate
2005-2006	12	8 above 1 at expectations	6 above 3 at expectations
TOTAL	53	34 above 5 at expectations	26 above 12 at expectations 1 adequate

Narrative comments from Final Evaluations of Student Teachers on Envelopes 1 and 3 also indicate assessment of student teacher pedagogical content knowledge. Skillful curriculum design and choices of instructional strategies are a key to success for candidates. Table PCK.B.2 provides narrative comments by Cooperating Teachers, College supervisors, and occasionally the student teachers themselves. This is a selection from candidates graduating in 2005-2006. Complete evaluation forms are available in student files. Underlined sections highlight how the candidates are perceived as meeting these program qualities (selections from Envelopes 1 and 3) and demonstrating pedagogical content knowledge.

Table PCK.B.2 Development and Assessment of Pedagogical Content Knowledge: Final Evaluation Narratives

Pedagogical Content Knowledge
...combining aspects of Envelope 1: passion for, and commitment to, diverse learners and their learning and Envelope 3: initiative and responsibility in managing and monitoring student development and learning
This was demonstrated through book talks which allowed for all students to participate. This was also demonstrated through his <u>ability to provide differentiated instruction in Math</u> . He had to adapt the pace to meet the needs of the students at varying ability levels. [The student teacher] also circulated the room and monitored individuals during whole class instruction.
[The student teacher] demonstrated this in the set-up and implementation of the book-talk on the book, <i>Don't Laugh at Me</i> . He created a space that welcomed all participants and encouraged contributions from students who didn't normally participate in discussions.
[The student teacher] was consistent in <u>differentiating the work he gave to the different levels of children</u> in the class. He provided different levels of math problems as well as other areas. [The student teacher] tried to involve all of the children and learned to accommodate for [one student's] blindness in the group activities. The ant project was clearly well thought out and implemented at a variety of levels. The children were given a variety of tasks including movement and art.
[The student teacher] provided <u>high quality differentiated instruction</u> to the children. She was also able to work well with one particular child who has significant special needs. She would spend individual time with him and help him to get organized on a regular basis.
[The student teacher] used hands-on activities consistently and successfully in all content areas. She worked well in small groups as well as with the entire class.
[The student teacher was commended for] creating lessons and projects based on ideas like multiple intelligences with the intention of finding different ways for students to demonstrate what they know.
I witnessed [the student teacher administering four different spelling tests at the same time. He created a structure to make this possible and was <u>respectful of all the children</u> . He adapted his approach to the administration of the different spelling tests depending on the needs of the students in the different groups.
[The student teacher] was consistent with assessment at the end of lessons. He maintained <u>good appraisal of child progress</u> . He used checklists, conferences with the children and their parents as well. <u>He sent home graded sheets and received feedback from parents</u> . He completed the math assessments for the children.
[The student teacher] took anecdotal records of reading and writing conferences with the children and used reading ranges to determine the compatibility of partners during reading and self-selected reading activities.

Members of the Teacher Education Committee also read and assess evaluation notebooks. Table PCK.B.3 provides evidence of assessment of pedagogical content knowledge through the Four Envelopes Process in the narrative comments by Teacher Education Committee members. This is a selection from candidates graduating in 2005-2006. Complete evaluation forms are available in student files and in the Documents Room (D18) .

PCK.B.3 Development and Assessment of Pedagogical Content Knowledge: Final Evaluation Narratives: Teacher Education Committee

Pedagogical Content Knowledge combining aspects of
Quality #1: passion for, and commitment to, diverse learners and their learning and Quality #3: initiative and responsibility in managing and monitoring student development and learning
I liked your image of “unlocking” what is needed to help each child learn. Your example of the progress with writing as a result of your work with struggling students must have been very satisfying to both of you.
[The student teacher] demonstrated a desire to discover how to reach each student. Although she met some challenges with this, she continued to see a route to each learner.
Your reflections on teaching and learning and willingness to experiment with different approaches for yourself and your students were a pleasure to read.
I like your ideas about multiage classrooms and how you utilized peer teaching. It’s great that even as a student teacher, you were able to get your 1 st graders learning science!
[The student teacher] demonstrates a passion <i>and</i> the ability to effectively act on it in understanding diverse learners.
[Notebook showed] the challenge of being in such a diverse group – from her report, [the student teacher] worked to help all children succeed to the best of their ability
Your performance in these two areas must have been a valuable addition to the classroom. The Author’s Celebration was a nice way to recognize their accomplishments and must have been fun for your “college observer.”
Evidence of sincere and in-depth planning. Evidence of changing techniques to meet the students’ needs and the teacher’s needs.

Professional Dispositions at Warren Wilson College

CORE STANDARD 4: TEACHERS ARE LEADERS.

CORE STANDARD 5: TEACHERS ARE REFLECTIVE ABOUT THEIR PRACTICE.

CORE STANDARD 6: TEACHERS RESPECT AND CARE ABOUT THEIR STUDENTS.

Warren Wilson College's teacher education candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, State, and institutional standards. The professional dispositions engendered in the candidates of the Teacher Education Program are based on the College's unique Triad Program combining academics, work, and service with a strong commitment to environmental responsibility and experiential opportunities for international and cross-cultural understanding.

During the 2005-06 academic year, the Teacher Education Program worked on further articulating dispositions that we believe are characteristic of excellent new teachers. We endeavored to fit the mission and character of our small private institution with some of the challenges offered by public education in an age of accountability. Our ideas represent an evolution from the "K-12 protocol" (D32) behaviors we have long-demanded from our students for visiting field sites. The dispositions we promote are organized in an outline form that follows:

II. Attitudes toward Learning

[CORE STANDARD 5: TEACHERS ARE REFLECTIVE ABOUT THEIR PRACTICE.]

- a. Valuing reflective practice and innovation to meet the needs of each learner
- b. Having an ability to reflect on and respond to constructive criticism from peers, college instructors, and host/cooperating teachers and other school colleagues and administrators
- c. Demonstrating a willingness for continued learning, and openness to new experiences and new perspectives

II. Attitudes toward Learners

[CORE STANDARD 6: TEACHERS RESPECT AND CARE ABOUT THEIR STUDENTS.]

- a. Respectful consideration of individuals
 - i. Protecting confidentiality
 - ii. Maintaining professional discretion in the College community and classrooms and in their field placement schools and classrooms
- b. Sensitivity and respect for differences
 - i. Physical
 - ii. Cognitive
 - iii. Linguistic

- iv. Socio-cultural
- c. Recognition of personal experiences and biases and the impact these may have on expectations and beliefs about teaching and learning
- d. Understanding, especially from the perspective of a classroom teacher, of how an individual's home life, sexual preferences, religious practices, and other important differences will impact his or her experiences in a classroom – and the critical need for each human being to feel he or she belongs and is accepted.

III. Professional Behavior: Future teachers need to make good decisions
[Core Standard 4: Teachers are leaders.]

- a. Making good use of free time
- b. Recognizing that teachers are role models
- c. Making healthy life choices
- d. Upholding standards of professional appearance in a given school setting
- e. Practicing professional behaviors in College classes as well as field placements / school settings
 - i. Punctuality
 - ii. Dependability
 - iii. Preparation
 - iv. Demonstrating professional commitment through participation in on-campus, local school, and community events.

The unit has always been concerned with and proactive about professional behavior on the part of candidates. The early “protocol” for working with K-12 schools was developed and widely disseminated to all students. This behaviorally oriented document (D32) is still useful, but the newly articulated Professional Dispositions listed above also offer a better grounding in the Conceptual Framework and better express the unit's commitment to develop candidates who are sensitive to and skillful with diverse learners. The professional dispositions are an important part of the Conceptual Framework and reprinted in the Teacher Education Handbook, Student Teaching Handbook, and the Fieldwork Manual.

A review of Education Department meeting agendas and minutes demonstrates the evolution of the professional dispositions and their increased articulation. Table PD.1 traces the discussions and concerns that ultimately led to the latest description of professional expectations for candidates.

Table PD.1 Departmental Development of Professional Dispositions Statement

Year	Decisions and Actions Related to Professional Dispositions Statement <i>Please note that virtually every meeting agenda for the Education Department includes references to students who are of concern or noteworthy models. It is a benefit of being a small program that students are closely monitored and well known throughout their candidacy.</i>
2000-2001	Creation of a template for letters to candidates expressing concerns about behaviors or attitudes that seem counter to good professional relationships in K-12 schools. Review of K-12 protocol in courses involving fieldwork. Sharing protocol with Service Learning and other departments in the College where students may be in contact with K-12 schools.
2001-2002	Examples of student dispositions and department interventions: counseling about dreadlocks, appropriate attire, setting boundaries, and more. Discussion of K-12 Protocol in Teacher Education Committee and concerning formal applications
2002-2003	Discussions of policy that does not allow student teachers to work: recommendation and discussion with Teacher Education Committee restricting student teachers from serving as Residence Hall Directors. Discussion of the need to help student teachers better anticipate the challenge and demand of the job of teaching
2003-2004	Inclusion of the “Licensure Applicant Statement” form for student teachers and the beginning of the issue of declaring whether someone has been convicted of any crime (better to admit it than to appear to cover it up)
2004-2005	Anti-bullying workshop in conjunction with WD Williams Elementary School and the Center for Diversity (D52) Failing student teacher moved to internship: dept. discusses then has it approved by TEC Even as the department faced serious personnel challenges, concerns about students shared and solutions brainstormed
2005-2006	Discussions of successful dispositions for student teaching and the preparing students for the challenge of REAL lesson preparation – not just enough to get through, but for successful lessons (being clear about our expectations). Plan for better integration with the MACFC – learning about diversity, community, and family outreach Fussler grant funding secured for sponsoring a workshop in conjunction with the Raising Achievement and Closing the Gap section of the NC Department of Public Instruction Implementation of new requirement for criminal background checks for student teachers in Buncombe County (visit to the Teacher Education Committee of the coordinator) Department drafts, circulates, and revises new Professional Dispositions document Plans for revision of handbooks and other documents to promote new statements of Professional Dispositions

Another important measure of candidates’ successful adoption of professional dispositions can be found in evaluation commentary regarding Envelope 4. The description of this envelope follows.

Quality #4: self-reliance and collegiality within the teaching profession

- The student teacher has learned to stand on his/her own as a teacher, but knows how to get the support, help, or advice that is needed.

- The student teacher has worked within a school's community, serving on committees or taking part in projects that go beyond the work of the individual classroom. (including grade level teams and coordination with specialty area teachers).
- The student teacher may have participated in the wider public or educational community in ways that have contributed to his/her knowledge of the roles and responsibilities of the teaching profession.
- The student teacher has successfully communicated with parents and other important adults in the students' lives.

In addition to submitting a personal essay that reflects on these qualities, candidates are required to provide the following evidence in their demonstration of meeting this requirement.

1. Documented communication with the cooperating teacher(s).
2. Documented communication with members of the grade-level team or department, or other professionals in the school.
3. Documented communication with parents and guardians.

Table PD.2 indicates the ratings student teachers have received on this program quality as this performance assessment process has been developed. All results, and the original evaluation sheets for candidates, are available in the Documents Room. Discrepancies in totals arise from candidates whose scores are not available.

Table PD.2 Development of Professional Dispositions: Final Evaluation Scores

ELEMENTARY EDUCATION	Total graduates	Envelope 4 Evaluations
2000-2001	3	1 above 1 at expectations
2001-2002	14	5 above 5 at expectations 1 adequate
2002-2003	7	6 above 1 at expectations
2003-2004	9	4 above 1 at expectations
2004-2005	8	5 above
2005-2006	12	8 above 1 at expectations
TOTAL	53	29 above 9 at expectations 1 adequate

Narrative comments from Final Evaluations of Student Teachers on Envelope 4 indicate assessments of student teacher professional dispositions. Table PD.3 provides narrative comments by Cooperating Teachers, College supervisors, and occasionally the student teachers themselves. This is a selection from candidates graduating in 2005-2006. Complete evaluation forms are available in student files. Underlined sections highlight how the candidates are perceived as meeting this program quality (envelope 4) and demonstrating important professional dispositions.

Table PD.3 Development of Professional Dispositions: Final Evaluation Narratives

[The student teacher] demonstrated self-reliance and confidence during this semester. He was ready to take over the classroom and was <u>always prepared and ready to take on more responsibility</u> . His peer relationships with the 3 rd grade team were positive. ... [The student teacher] was open and receptive to ongoing feedback and suggestions that were offered. He was welcoming of visits and took the observation notes and suggestions into consideration as he planned subsequent lessons.
<u>There were lots of adults in this classroom at any one time and [the student teacher] dealt with their presence and made space for them as they interacted with the children</u> . He attended Faculty meetings, CARE team meetings, K-2 grade meetings and a phonics workshop and a math workshop. He also attended a Montessori Curriculum workshop and a Diversity workshop. He planned a field trip and was in charge of its implementation. He walked the children to various special classes in the school and worked with tutors and volunteers who came into the classroom. He was in charge of snack and was conscientious about getting nutritional snacks for the children. There were times that he was called upon by the principal to help restrain children on the playground or in other classrooms.
[The student teacher] exemplifies and integrates her knowledge of curriculum. She <u>works as a team player</u> and dedicates every moment to giving her <u>BEST!</u> She is very calm and didn't raise her voice even when she was frustrated. She is excellent and I know she'll make us proud.
[The student teacher said] creating the "Who Discovered America" project with the AIG teacher was a great experience. It was a highly successful activity for the whole class and I collaborated well with the AIG teacher.
[The student teacher] was a strong participant on the 5 th grade team. <u>She was very flexible and adaptable and was open to suggestions/feedback from other teachers and me. She assisted with the campus-wide anti-bullying campaign helping to produce a newspaper from the 5th grade classes.</u>
[The student teacher] actively sought out advice/suggestions from other teachers in the school and from me, as her supervisor. She was open to feedback and implemented suggestions readily.
[The student teacher] <u>participated in grade level planning</u> each week and attended two math workshops and a Montessori curriculum workshop. She was present at CARE team meetings and parent conferences. <u>She translated when parents "popped" into class</u> . [The student teacher] was careful to sent home daily behavior grades for each child. [The student teacher] was at home from the moment that she walked into the classroom. She is a "natural" teacher. I know she will have great things to offer the teaching profession.

Members of the Teacher Education Committee also read and assess evaluation notebooks. Table PD.4 provides evidence of assessment of professional dispositions as demonstrated through the Four Envelopes Process by the narrative comments by Teacher Education Committee members. This is a selection from candidates graduating in 2005-2006. Complete evaluation forms are available in student files (D18).

Table PD.4 Development of Professional Dispositions: Teacher Education Committee

[The notebook showed] positive relationship with host teacher – very collaborative involvement with school.
I was very impressed with how you and [cooperating teacher] worked together to get the most out of this

<p>student teaching semester. For example, the articles and books she provided to help you participate in the classroom more fully, and the student/teacher/parent conferences. Your comment “I was lucky enough to get to be part of the 3-way conference” was a great example of your involvement in this experience – making the most all the resources.</p>
<p>[The student teacher] demonstrated an ability to stand on her own while also comfortably asking for assistance and support.</p>
<p>Good evidence of communication with parents. Notes from discussion with host teacher show some good interaction and learning from sharing.</p>
<p>[The student teacher’s] fieldtrip description gives a good illustration of his ability to network effectively and stand on his own.</p>
<p>Good evidence of responsibility and independence in the field trip planning. I love the weekly dialogue reports that you and your host teacher made – seems like a really useful tool (However, it looks like a monologue to me... where is <i>your</i> side of the conversation?)</p>
<p>Evidence on reliability as a teacher. You worked with other staff members and parents. The newsletter is a good idea.</p>
<p>He was open and willing to seek out work with other teachers. He took their help and advice – as well as sharing his work with some of them. Very professional.</p>
<p>Evidence of weekly communication with all parents. Worked with team teachers. You are lucky to get to plan with a team of teachers to meet individual needs. So glad you worked after school with the other teachers: attended grade level meetings and observed in other settings.</p>
<p>Went above and beyond just student teaching to know other professionals, families, and to keep learning. Open to learning, adapting, and learning more.</p>

ELEMENT 2. CANDIDATES FOR AN INITIAL LICENSE MEET THE DIVERSITY STANDARDS.

DIVERSITY STANDARD 1: TEACHERS UNDERSTAND THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURE OF THE DISCIPLINE(S) THEY TEACH AND CAN CREATE CLASSROOM ENVIRONMENTS AND LEARNING EXPERIENCES THAT MAKE THESE ASPECTS OF SUBJECT MATTER ACCESSIBLE, MEANINGFUL AND CULTURALLY RELEVANT FOR DIVERSE LEARNERS.

DIVERSITY STANDARD 2: TEACHERS UNDERSTAND HOW STUDENTS' COGNITIVE, PHYSICAL, SOCIO-CULTURAL, LINGUISTIC, EMOTIONAL, AND MORAL DEVELOPMENT INFLUENCES LEARNING AND ADDRESS THESE FACTORS WHEN MAKING INSTRUCTIONAL DECISIONS.

Professional Pedagogical Knowledge and Skills: Candidates become sensitive to the needs of diverse learners

In the Warren Wilson College Teacher Education Program the foundational courses are organized to develop the Four Envelopes program qualities delineated in the Conceptual Framework among all candidates. Envelope 1, passion and commitment to diverse learners and their learning is clearly an indicator for State diversity standards. Table PPKS.2, available on page 38 of this report, shows partial results of the program audit, where each EDU course was assessed for evidences of its contributions to the Four Envelopes. This table shows how candidates develop professional pedagogical knowledge and skills that emphasize the diversity of learners and the necessity of meeting a wide range of needs through curriculum and instruction.

DIVERSITY STANDARD 3: TEACHERS WORK COLLABORATIVELY TO DEVELOP LINKAGES WITH PARENTS/CARETAKERS, SCHOOL COLLEAGUES, COMMUNITY MEMBERS AND AGENCIES THAT ENHANCE THE EDUCATIONAL EXPERIENCES AND WELL BEING OF DIVERSE LEARNERS.

Professional Pedagogical Knowledge and Skills: Candidates learn to appreciate school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.

The Service-learning experiences required of all Warren Wilson College students contribute to candidates' understanding of collaboration and communities (D4). A clear assessment of this important requirement can be seen through the foundational courses of the Teacher Education Program, which are designed to develop the Four Envelopes program qualities delineated in the Conceptual Framework. Envelope 4, **self-reliance and collegiality within the teaching profession**, is most closely associated with professional pedagogical knowledge and skills because of the emphasis on participating in the community of the school and understanding the concerns of parents and guardians.

Table PPKS.3 shows partial results of the program audit, where each EDU course was assessed for evidences of its contributions to the Four Envelopes.

Please note that column two provides an overview of the course based on an extensive audit: supporting evidence (assignments, texts, student work, assessments, etc.) for each of these claims is available in the documents room in course-by-course file boxes.

TABLE PPKS.3 Professional Pedagogical Knowledge and Skills: Candidates learn to appreciate school, family, and community contexts

In these foundational courses	Candidates develop their understanding of the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.
EDU 215 Classroom Observations K-12	Candidates read Paley’s <i>White Teacher</i> and reflect on the classroom community that she creates for her kindergarten through connecting to the families of her children. They visit the Mountain Area Child and Family Center in order to see its programs in actions. Students also learn about the ECO-Team project of the Environmental Leadership Center in order to understand outreach promoting social and political change.
EDU 302 Education Policy and Classroom Practice	Candidates read Payne’s <i>A Framework for Understanding Poverty</i> and Delpit’s <i>Other People’s Children</i> in order to gain insights into family and community contexts for schools. They hear a presentation by the executive director of the Mountain Area Child and Family Center and learn about home-based program and the family/home visits and other programmatic connections between the Center and families
EDU 305 Educational Psychology	One example from the course is an extended activity where students are divided into two groups (one “for” inclusion and one “against” inclusion). Students are provided two articles (one “pro” and one “con”), are given time to conduct additional research and time to discuss, as a group, the development of their argument. Each group is asked to develop an argument to be presented at a “mock” School Board meeting, defending their argument with examples and providing a feasible plan for the School Board to adopt in support of their argument.
EDU 312 Exceptionalities and Inclusion I	Candidates learn the importance of work within the school community, serving on committees, or taking part in projects that go beyond the work of the individual classroom. (Including, but not limited to grade-level teams, coordination with specialty teachers)

In addition to this coursework, all teacher candidates have multiple experiences with the Mountain Area Child and Family Center, which is a model non-profit, a lighthouse for child education, health care, teacher training, and parent involvement. The Center is committed to the goal of providing high quality childcare and early childhood development to children of diverse backgrounds including those with special needs and those from low-income families (the Center benefits from Early Head Start and North Carolina Smart Start funding; it is a blended program with at least half the enrolled children coming from families that meet poverty criteria for vouchers and other support) (D24).

DIVERSITY STANDARD 4. TEACHERS ACKNOWLEDGE AND UNDERSTAND THAT DIVERSITY EXISTS IN SOCIETY AND UTILIZE THIS DIVERSITY TO STRENGTHEN THE CLASSROOM ENVIRONMENT TO MEET THE NEEDS OF INDIVIDUAL LEARNERS.

DIVERSITY STANDARD 5: TEACHERS OF DIVERSE STUDENTS DEMONSTRATE LEADERSHIP BY CONTRIBUTING TO THE GROWTH AND DEVELOPMENT OF THEIR COLLEAGUES, THEIR SCHOOL, AND THE ADVANCEMENT OF EDUCATIONAL EQUITY.

DIVERSITY STANDARD 6: TEACHERS OF DIVERSE STUDENTS ARE REFLECTIVE PRACTITIONERS WHO ARE COMMITTED TO EDUCATIONAL EQUITY.

The important ideals represented in these standards are central to the teaching of the Warren Wilson College Teacher Education Program. Candidates begin their journey in courses that require challenging works such as Paley's *White Teacher*. Candidates are asked, from their first fieldwork experiences, to become conscious of the biases and prejudices that have arisen from their own encounters as students in schools. They scrutinize how their educational histories inform their perceptions of students and teachers. After they have studied human development and the diversity of early childhood experiences, they study Educational Psychology to appreciate the many theories that attempt to explain individual school performance. Candidates study the children and the classrooms of the Mountain Area Child and Family Center and encounter first-hand the range of needs and abilities represented there. They come to appreciate the critical importance of early childhood education and the amount of support a family needs in order to raise healthy and successful children. Candidates learn what it means that the MACFC is a *blended* program, combining Federal Early Head Start funds with substantial private contributions to make its operations possible. They learn about the private non-profit Board of Directors and the community leadership that has made the MACFC possible. Because we raise up the Warren Wilson College teacher candidate as a reflective practitioner, with a mission to serve in communities with head, heart, and hands, we know that we must make sure that candidates understand the connections between national and state policies and local decisions. Warren Wilson College students tend to be activists for social justice, and the course EDU 302 Education Policy and Classroom Practice gives candidates the knowledge they need to advocate for educational equity.

ELEMENT 3. CANDIDATES FOR AN INITIAL LICENSE MUST MEET THE TECHNOLOGY STANDARDS AND ARE REQUIRED TO COMPLETE A TECHNOLOGY PORTFOLIO.

Professional Pedagogical Knowledge and Skills: Candidates become used to integrating technology into teaching and learning

Warren Wilson College candidates receive preparation to utilize technology for teaching and learning throughout their coursework in the Teacher Education program. Near the end of the program, they complete a portfolio and/or teaching unit that must incorporate and integrate technology. All instructors in the program use email for communications and many courses incorporate on-line journaling or posting of observation descriptions and reflections. As the later standard on resources will demonstrate, the unit enjoys its own collection of equipment, including powerful computers configured for digital picture and film editing, digital video and still cameras, and three laptop computers that are available for student teacher as well as faculty use. The unit has a fourth laptop connected to a LCD projector, and frequently utilizes a recently installed “smart” classroom. Most of this equipment, and the unit’s commitment to technology integration, was the result of participation in the three-year ARTTA project – The Appalachian Regional Teacher Technology Alliance (D47). A federally funded collaboration among Western Carolina University, Appalachian State University, The University of North Carolina at Asheville, and Warren Wilson College, ARTTA included funds for technology, training, and professional development events with local K-12 teachers and student teachers from all four institutions. Since funding ended, the unit has continued its technology work through additional coursework for faculty and initiatives within the College. The Chair serves on the Instructional Technology Committee, and participated in an extensive needs assessment for the College.

Please note that column two provides an overview of the course based on an extensive audit: supporting evidence (assignments, texts, student work, assessments, etc.) for each of these claims is available in the documents room in course-by-course file boxes.

TABLE PPKS.4 Professional Pedagogical Knowledge and Skills: Candidates integrate technology into teaching and learning

TECHNOLOGY Candidates enrolled these courses...	...utilize these technologies for teaching and learning	...meeting these NCDPI Technology standards
EDU 209 Child and Adolescent Literature (elementary education requirement; recommended for English 9-12 licensure	The student will demonstrate an awareness of technological sources in preparation for teaching a variety of academic content areas Creating a database of children’s literature allows the students in the course to demonstrate competence in using the technology to create a document that can be used and expanded	Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts. Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

program)	as needed for their future classrooms. Preparing a PowerPoint presentation of a variety of books available for classroom use demonstrates that the student is competent in using technology to access and present information to peers. It allows the students to access available resources and compile them into a format that can facilitate instruction. In addition, it provides practice for using a tool that their future students can also use.	Technology Standard 5: Teachers use technology to enhance their productivity and professional practice. Technology Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those in practice.
EDU 215 Classroom Observations K-12	Introductory project on research in education requires use of College databases and understanding access to electronic journals and other e-publications. Students must contribute to an on-line discussion forum to post their observation notes and reflect on their experiences; students utilize a wiki software program to collaboratively describe and reflect on their experiences.	Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts. Technology Standard 5: Teachers use technology to enhance their productivity and professional practice. Technology Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those in practice.
EDU 335 Literacy Fieldwork K-6 (elementary education requirement)	On-line discussion forum and posting of observation commentaries	Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts. Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.
EDU 435 Curriculum Fieldwork K-12	On-line discussion forum and posting of observation commentaries	Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts. Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology. Technology Standard 5: Teachers use technology to enhance their productivity and professional practice. Technology Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those in practice.

<p>EDU 302 Education Policy and Classroom Practice</p>	<p>Significant research project requires use of College databases and informed access to electronic journals and other e-publications Research presentation required using PowerPoint or similar software</p>	<p>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.</p> <p>Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.</p> <p>Technology Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those in practice.</p>
<p>EDU 303 Early Childhood Curriculum and Practicum (elementary education requirement)</p>	<p>The classrooms at MACFC have computers for teachers to use for their own research and reports. There are cd's and tapes of music. Digital cameras are used for documentation purposes. Student complete research on the Web for curriculum notebooks and teaching assignment and utilize email for communications with the instructor</p>	<p>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Technology Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p>Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.</p>
<p>EDU 305 Educational Psychology</p>	<p>Use of CD as a supplement to textbook Development and implementation of a PowerPoint research presentation</p>	<p>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.</p> <p>Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.</p>
<p>EDU 312 Exceptionalities and Inclusion I</p>	<p>The student will demonstrate proficiency in using a variety of technology elements and resources in preparing classroom materials The student will demonstrate proficiency in accessing information that supports and enhances academic content areas. The student will demonstrate and</p>	<p>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Technology Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p>

	<p>awareness of technological sources in preparation for teaching a variety of academic content areas</p> <p>The students in this course are invited to explore web sites that are provided in their textbooks. The sites are specific to each disability that is presented in the course. In addition, sites specific to legal and ethical considerations are explored and discussed. Students are asked to report on three websites for each disability and to present them to the class. At the end of the course, these annotated website reports are distributed to each member of the class for future use.</p> <p>The <u>Video Workshop</u> handbook has been used in the course to supplement videotapes that are presented to the students. Additional websites are provided in the handbook.</p>	<p>Technology Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p>Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.</p> <p>Technology Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those in practice.</p>
<p>EDU 313 Exceptionalities and Inclusion II (elementary education requirement)</p>	<p>The student will demonstrate proficiency in using a variety of technology elements and resources in preparing classroom materials.</p> <p>Assistive Technology is critical to communication for some people with disabilities. An awareness of types and uses of technology is one element of this course.</p> <p>The students in this course are invited to explore web sites that are provided in their textbooks and suggested by the instructor. The sites are specific to each disability that is presented in the course. In addition, sites specific to legal and ethical considerations are explored and discussed. One of these sites is <u>Wrightslaw</u>. Students are asked to report on three Wrightslaw articles. Each article on the website deals with a different point of law protecting rights of the children with disabilities and their parents. In addition, this site provides up-to-date information about cases in court and IDEA amendments and interpretation</p>	<p>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Technology Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>Technology Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p>Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.</p> <p>Technology Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those in practice.</p>
<p>EDU 321 Reading/Language Arts Curriculum K-12 (elementary education requirement)</p>	<p>Candidates enrolled in EDU 321 <i>demonstrate an ability to utilize technology</i> through:</p> <p>Use CD and overhead slides as a supplement to textbook</p> <p>Development and implementation of a PowerPoint research presentation</p>	<p>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Technology Standard 2: Teachers plan and design effective learning environments and experiences supported</p>

		by technology.
EDU 324 Math Curriculum K-6 (elementary education requirement)	<p>The student will demonstrate proficiency in using a variety of technology elements and resources in preparing classroom materials</p> <p>The student will demonstrate proficiency in accessing information that supports and enhances academic content areas.</p> <p>The student will demonstrate and awareness of technological sources in preparation for teaching a variety of academic content areas</p> <p>The students in this class have experienced LOGO, a computer-programming program that facilitates learning about geometry and analytical thinking. All assignments are accepted through email so the student is able to use word processing as well as email.</p> <p>Computer games are available to use in class that are consistent with logical and mathematical thinking as well as problem solving. Overhead projector materials for teaching content areas of math are available to all students and demonstrated in the course.</p>	<p>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.</p> <p>Technology Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.</p>
EDU 416 Integrated Curriculum K-6 (elementary education requirement)	<p>Use of video and CD for exploring classroom instruction and theme development</p> <p>Inclusion of a technology component as part of unit plans</p>	<p>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.</p> <p>Technology Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>Technology Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p>

ELEMENT 4. CANDIDATES MEET THE STANDARDS FOR THE SPECIALTY AREA.

At Warren Wilson College, the Elementary Education Major is built on the Triad Education Program (see institutional overview) that Warren Wilson College combines liberal arts study, work, and service with a strong commitment to environmental responsibility and experiential opportunities for international and cross-cultural understanding. With this foundation, professional course work, and extensive field experiences, candidates are very well prepared to become elementary school teachers.

SPECIALTY AREA STANDARD 1: ELEMENTARY TEACHERS HAVE A BROAD KNOWLEDGE AND UNDERSTANDING OF THE MAJOR CONCEPTS IN ENGLISH LANGUAGE ARTS AND LITERACY.

Through the Triad Education Program, Elementary Education majors must take 12 hours in language and literacy courses or must present equivalent courses by transfer. Courses include College Composition I and an elective course that must meet LIT requirements as defined by the College. In addition, students must complete a course with a designation of CCII (College Composition II). This course is not a generic composition course, but is rather built into each major. In the case of Elementary Education, the CCII course is EDU 302 Education Policy and Classroom Practice. In all three courses, the candidate is a learner: he or she encounters literary terminology and analysis requirements, rhetorical and organizational strategies for clear writing, and writing that serves the profession, including research and policy works related to education and social justice. Candidates are also required to pass the Praxis I tests of reading and writing.

Candidates' understanding of the major concepts in language arts and literacy is also developed through the professional courses, especially EDU 209 Child and Adolescent Literature, EDU 303 Early Childhood Curriculum and Practicum and EDU 322 Reading and Language Arts K-6. Through these courses candidates demonstrate their knowledge and understanding of the cognitive and linguistic foundations of literacy development, the processes of oral, written, and visual communication, and the content of a balanced reading program for grades preK-6. Candidates use the North Carolina Standard Course of Study to develop integrated teaching units and creating instructional plans.

To support candidates' understanding of language and literacy development in relation to human development, candidates complete PSY 202 and 203 Human Development: Infant and Child as a prerequisite to both EDU 303 Early Childhood Curriculum and Practicum and EDU 305 Educational Psychology. This course sequence ensures that candidates understand the physical, social, cultural, linguistic, and cognitive factors that influence the development of language and literacy.

Course content in EDU 305 Educational Psychology focuses on learning, including behavioral and social cognitive approaches, the information-processing approach, and social constructivist approaches. Additional content addresses sociocultural diversity and the influence of culture upon language development. These are further emphasized in the

study of *Teacher* by Sylvia Ashton-Warner. Additional professional coursework, EDU 312 and 313 Exceptionalities I and II ensures that candidates understand the challenges to literacy that are associated with learning disabilities and other handicapping conditions for learners.

SPECIALTY AREA STANDARD 2: ELEMENTARY TEACHERS HAVE A BROAD KNOWLEDGE AND UNDERSTANDING OF THE MAJOR CONCEPTS IN MATHEMATICS.

Elementary Education majors must complete at least one course in college mathematics to develop their knowledge and understanding of the major concepts in mathematics. They are also required to pass the Praxis I test of mathematics.

Candidates' understanding of major mathematical concepts is further facilitated by the professional course: EDU 324 Teaching Mathematics K-6. In this course, candidates implement a concept-based and process oriented mathematics curriculum consistent with research relative to effective instruction and the NCTM standards. Course learning activities include lesson presentations and other demonstrations of knowing and being able to "do" mathematics.

SPECIALTY AREA STANDARD 3: ELEMENTARY TEACHERS HAVE A BROAD KNOWLEDGE AND UNDERSTANDING OF THE MAJOR CONCEPTS IN SCIENCE.

Elementary Education majors must complete at least two courses in science to develop a broad knowledge and understanding of the major concepts in science. This is an enhancement of the Triad requirements, so that all Elementary Education majors complete both an earth or physical science and a life science course. These courses are open to all non-science majors in the College, but they also reflect collaboration with the Natural Science faculty who have reviewed the standards and discussed appropriate course requirements with the Education Department. Courses that are often completed by Elementary Education candidates include:

PHY 118 Contemporary Astronomy The concepts and instruments of astronomy are introduced by observing, locating, and identifying heavenly objects by using the naked eye, binoculars, cameras, telescopes, and computer imaging equipment. Topics discussed include the solar system, stars and measurements of stars, galaxies, black holes, and stellar composition. A principal component of the course is commitment to understanding the physics of light, color, gravity, Newton's laws, and Einstein's principles. The students will participate actively in the observations and measurements of astronomical phenomena. Ways of knowing about the universe will be studied, comparing the earth-centered archaic view with the Newtonian-Galilean view, and finally Einstein's view.

BIO 102 Field Natural History This course covers methods and concepts facilitating the study and appreciation of natural history. Most lab sessions are in the field to investigate various ecosystems and their inhabitants. Course topics may include forest succession, edible wild plants, field ecology methods, ponds and streams, and the use of

identification keys, topographic maps, and collecting equipment. Each student conducts a detailed natural history project on a topic of interest.

BIO 109 Human Biology This course considers humans as a biological species. Topics may include the place of humans in the animal kingdom, hominid evolution, human genetics, the role of natural selection in the past and present, human ecology, anatomy and physiology, and reproduction and development.

PHY 111 Physical Science A survey of natural phenomena in physics, chemistry, astronomy, and meteorology is provided. The process of experimentation and exposure to empirical methodology is introduced through the following topics: motion, sky viewing, telescopes, angles, distances, humidity, weather patterns, magnetism, electricity, electric circuits, power production, sound waves, nuclear power, and a variety of chemical processes.

Candidates' understanding of the major concepts in science is also facilitated by the specialty studies course: EDU 416 Integrated Curriculum. In this course, candidates implement a concept-based and process oriented science program that includes activity based science lessons and science process skills. Candidates study effective planning and implementing inquiry based instruction, using and creating tools for assessment and evaluation of student learning, and creating and managing supportive learning environments. Students have opportunities to develop knowledge of best practices for teaching diverse learners in culturally responsive classrooms.

SPECIALTY AREA STANDARD 4: ELEMENTARY TEACHERS HAVE A BROAD KNOWLEDGE AND UNDERSTANDING OF THE MAJOR CONCEPTS IN SOCIAL STUDIES.

Elementary Education majors must complete at least multiple courses in the social sciences and history. College Triad requirements include at least four credits in Global studies (or language). Candidates are advised that the targeted class is GBL 116 Introduction to Geography. This introductory course surveys geographic realms, regions, and concepts. Students explore the interaction between physical and human geographic features around the world. Map work locates important features in each realm. Class discussion includes the issues of population, environment, resources, quality of life, and changing economic development, commerce, and trade. The movements and migration of peoples, wealth, and poverty are also analyzed. Guests present their experiences in various cultures and several video segments illuminate the study.

Candidates are also given the important option of language study to fulfill this requirement.

Triad requirements in History and Political Science are also important to the elementary education major. Students complete HIS 131 United States History I OR HIS 132 United States History II. An additional four credit hours are required in HIS 236 North Carolina History OR HIS 251 Appalachian Histories or SOC 100 Introduction to Sociology OR

ANT 200 Introduction to Anthropology. These courses are in addition to the psychology / human development sequence that is part of the professional studies.

Candidates' understanding of the major concepts in Social Studies is also facilitated by the professional studies course EDU 416 Integrated Curriculum. This course prepares candidates to implement a concept-based and process oriented Social Studies program. Candidates develop an integrated unit based upon the North Carolina Standard Course of Study.

SPECIALTY AREA STANDARD 5: ELEMENTARY TEACHERS HAVE AN UNDERSTANDING OF THE MAJOR CONCEPTS OF HEALTHFUL LIVING.

Although Triad Education Requirements do not include physical education, the ODL 215 requirement of Initiatives for Adventure Education is one that consistently receives strong appreciation in Senior Letters and from locally teaching graduates. The course gives elementary education candidates skills in leading group and team-building activities. In addition, the College Wellness program is extensive, including stress management options and healthy alternative social events. The Student Teaching Seminar draws on these options to help candidates deal healthfully with the stresses of the semester.

In EDU 416 Integrated Curriculum, Students initially focus on curriculum activities in science and social studies and then move toward interdisciplinary thematic approaches integrating science, social studies, health, arts, and physical education into the core curriculum areas of reading/language arts and mathematics.

SPECIALTY AREA STANDARD 6: ELEMENTARY TEACHERS HAVE AN UNDERSTANDING OF THE BASIC CONCEPTS OF THE ARTS.

College Triad Requirements for the arts require all candidates to “do” four credit hours in visual art, music, dance, or theatre. Courses that count for Triad requirements require performance and production in the arts. Candidates also complete EDU 209 Child and Adolescent Literature and optionally the EDU course in Arts Integration K-6. Both these courses include arts activities for candidates as well as pedagogical studies. EDU 303 Early Childhood Curriculum and Practicum is a course that is held on-site at the Mountain Area Child and Family Center, which utilizes the Creative Curriculum and significant arts integration.

SPECIALTY AREA STANDARD 7: ELEMENTARY TEACHERS USE DEVELOPMENTALLY APPROPRIATE STRATEGIES TO DESIGN AND DELIVER INSTRUCTION IN ALL AREAS OF THE ELEMENTARY CURRICULUM.

In the Elementary Education Program, child development, especially as related to developmentally appropriate practice, is addressed in EDU 209 Child and Adolescent Literature, EDU 303 Early Childhood Curriculum and Practicum and EDU 322 Reading and Language Arts K-6. Candidates use the North Carolina Standard Course of Study to

develop integrated teaching units and creating instructional plans. To support candidates' understanding of human development, candidates complete PSY 202 and 203 Human Development: Infant and Child as a prerequisite to both EDU 303 Early Childhood Curriculum and Practicum and EDU 305 Educational Psychology. EDU 312 and 313 Exceptionalities I and II ensures that candidates understand the challenges to development that are associated with learning disabilities and other handicapping conditions.

SPECIALTY AREA STANDARD 8: TEACHERS DESIGN INSTRUCTIONAL PROGRAMS AND STRATEGIES THAT BUILD ON STUDENTS' EXPERIENCES AND EXISTING LANGUAGE SKILLS TO HELP STUDENTS BECOME COMPETENT, EFFECTIVE USERS OF LANGUAGE.

The design of instructional programs and strategies that build on candidates' experiences and existing language skills is addressed in multiple professional courses. In EDU 301 Early Childhood Curriculum and Practicum candidates study early language acquisition and observe its stages in child development. In EDU 305 Educational Psychology, candidates are introduced to learning from a constructivist approach. Candidates' background knowledge and personal experiences are stressed. In EDU 322 Reading/Language Arts Curriculum K-6, candidates have opportunities to connect theory and research to best practices in teaching speaking, listening, viewing, reading, and writing. Special emphasis is given to linking assessment to instruction. Candidates in the course work on their own writing in a writer's workshop to help develop skills and knowledge needed to implement a writer's workshop in their own teaching. Co-requisite fieldwork in literacy expands candidate application of these skills.

SPECIALTY AREA STANDARD 9: ELEMENTARY TEACHERS UNDERSTAND AND USE THE PROCESSES OF PROBLEM SOLVING, REASONING AND PROOF, COMMUNICATION, CONNECTION, AND REPRESENTATION AS THE FOUNDATION FOR THE TEACHING AND LEARNING OF MATHEMATICS.

In EDU 305 Educational Psychology, candidates are introduced to cognitive constructivist approaches to teaching that apply to mathematics. As a result, candidates understand the importance of teaching students the processes of problem solving rather than directing them to only teach computational drills. The National Council of Teachers of Mathematics (NCTM) is the foundation for content and pedagogy in EDU 324 Mathematics Curriculum K-6. Candidates design lesson plans and projects that incorporate the NCTM principles and standards. Candidates participate in a 10-hour field experience project in which they observe carefully, work with students individually or in small groups, and assist the classroom teacher in mathematics instruction.

SPECIALTY AREA STANDARD 10: TEACHERS PROVIDE ACTIVE INQUIRY EXPERIENCES IN THE TEACHING OF SCIENCE BY USING VARIOUS QUESTIONING SKILLS AND DEVELOPING SCIENCE PROCESSING SKILLS (PREDICTING, CLASSIFYING, MEASURING, INFERRING, INTERPRETING, ANALYZING, AND SYNTHESIZING).

In the EDU 416 Integrated Curriculum course, candidates have opportunities to design and implement inquiry-based lessons. Students explore the K-6 curriculum as it relates to planning and implementing inquiry based instruction, using and creating tools for assessment and evaluation of student learning, and creating and managing supportive learning environments. Students have opportunities to develop knowledge of best practices for teaching diverse learners in culturally responsive classrooms. Students initially focus on curriculum activities in science and social studies and then move toward interdisciplinary thematic approaches integrating science, social studies, health, arts, and physical education into the core curriculum areas of reading/language arts and mathematics.

SPECIALTY AREA STANDARD 11: ELEMENTARY TEACHERS CONNECT SOCIAL STUDIES WITH THE BROAD CURRICULUM.

In EDU 416 Integrated Curriculum, Elementary Education majors demonstrate the ability to make connections between Social Studies and the broad curriculum. Course requirements include the development of thematic units that integrate content areas and skill areas with Social Studies.

SPECIALTY AREA STANDARD 12: WORKING ALONE, OR WITH ARTS SPECIALIST TEACHERS AND/OR OTHER QUALIFIED ARTS PROFESSIONALS, ELEMENTARY TEACHERS ARE ABLE TO INTEGRATE THE ARTS INTO THE ELEMENTARY CURRICULUM.

Elementary Education candidates have several opportunities to demonstrate their ability to integrate the arts into the elementary curriculum. Given their background with the arts from the College Triad Requirements and professional courses (see Specialty Area Standard 6, above), candidates are prepared for student teaching. An important assessment component of student teaching is Envelope 4, described in the Conceptual Framework and elsewhere, which requires candidates to work with other professionals in ways to support and promote learning. A special opportunity for candidates is fieldwork in ArtSpace charter, which is a model for arts integration through curriculum building by classroom teachers and specialists.

SPECIALTY AREA STANDARD 13: WORKING ALONE, OR WITH HEALTHFUL LIVING SPECIALISTS, ELEMENTARY TEACHERS CREATE OPPORTUNITIES FOR STUDENT DEVELOPMENT AND PRACTICE OF SKILLS THAT CONTRIBUTE TO GOOD HEALTH.

In addition to the requirements for student teachers to collaborate with other professionals (Envelope 4), there are also assessments in Envelope 3 to ensure that candidates have successfully created and managed classrooms that are safe and fair learning environments.

SPECIALTY AREA STANDARD 14: ELEMENTARY TEACHERS DEVELOP STRATEGIES TO ADDRESS TOPICS THAT ARE CONTROVERSIAL TO DIVERSE GROUPS.

Throughout the Teacher Education Program, the perspectives of diverse populations and communities are included in the curricular program. Courses that do this include EDU 215 Classroom Observations K-12, where students read *White Teacher* by Vivian Paley and discuss that expert teacher's struggles with naming the elements of racism and other cultural barriers that impact her classroom. EDU 302 Education Policy and Classroom Practice includes readings by Kozol, Delpit, and Payne, all focused on speaking in an educated way about race, class, ethnicity, and power. Similarly EDU 305 Educational Psychology students read Sylvia Ashton-Warren's *Teacher*, where she reflects on her encounters with the Maori community she is learning to teach. EDU 311 and 312 Exceptionalities I and II require candidates to become sensitive to issues in language and labeling related to handicapping conditions and learners. In student teaching, candidates are coached and evaluated on their strategies for working with diverse learners. Candidates receive opportunity to work with parents who represent the diversity in American society.

SPECIALTY AREA STANDARD 15: ELEMENTARY TEACHERS ENCOURAGE UNDERREPRESENTED GROUPS TO ENGAGE IN THE SCHOOLING PROCESS, ESPECIALLY MATH AND SCIENCE.

In EDU 302 Education Policy and Classroom Practice, candidates study the impact of poverty and low social economic status upon students' achievement levels and their retention rates. Issues related to ethnicity and gender in regards to mathematics and science classes are included, especially in terms of educational opportunity and economic status. The importance of teacher-student interactions in eliminating gender stereotyping and bias is stressed through readings of Delpit's *Other People's Children* and Payne's *A Framework for Understanding Poverty*,

SPECIALTY AREA STANDARD 16: ELEMENTARY TEACHERS DEVELOP AS LEADERS IN THEIR SCHOOLS AND COMMUNITIES BY STAYING INFORMED ABOUT EDUCATIONAL POLICY ISSUES AND SUPPORTING PROFESSIONAL DEVELOPMENT. ELEMENTARY TEACHERS PARTICIPATE IN CO-CURRICULAR ACTIVITIES, PROVIDE LEADERSHIP IN STUDENT AND CURRICULUM INVOLVEMENT, AND CONNECT THESE ACTIVITIES TO THE DEVELOPMENT OF CITIZENSHIP IDEALS IN THEIR STUDENTS.

All Elementary Education majors begin their Professional core studies in EDU 215 Classroom Observations K-12, which serves as an introduction to educational policies in the United States and which provides candidates multiple lenses and observation opportunities for understanding the profession of teaching. In EDU 302, Education Policy and Classroom Practice, candidates develop their awareness of policy issues in education. One of the units in this course includes the governance and funding of American public education. Prospective teachers begin to learn that an educator's obligations may not end at the classroom door. As we describe in our Conceptual Framework, *servicing in communities with head, heart, and hands* is the overarching purpose of the Elementary Education program at Warren Wilson College. Consequently, service is embedded in the conceptual framework and the professional dispositions. Warren Wilson College believes service is central to citizenship.

SPECIALTY AREA STANDARD 17: ELEMENTARY TEACHERS UNDERSTAND SAFETY AND LIABILITY ISSUES IN ELEMENTARY AND ADVOCATE FOR APPROPRIATE SAFETY MATERIALS AND ENFORCEMENT PRACTICES IN THE CLASSROOM.

In addition to the healthful living that is promoted by the College and part of the curriculum for Elementary Education majors, this standard is met in part through the College's Triad Education Program, wherein all residential students are members of work crews. As a result, all candidates are trained in health and safety issues per OSHA and related federal requirements. Students also complete the EDU 301 Early Childhood Curriculum and Practicum course onsite at the Mountain Area Child and Family Center, and as a result receive a careful orientation to safety and liability issues and practices.

SPECIALTY AREA STANDARDS FOR INITIAL LICENSURE PROGRAMS

STANDARD 1A. UNDERGRADUATE CANDIDATE QUALIFICATIONS

Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program. Undergraduate degree-seeking candidates attain passing scores on the PPST (Praxis I) tests for admission to the teacher education program. Progression in the program is limited until formal admission to the program has been granted. Formal admission to the program occurs at least one semester prior to student teaching.

ELEMENT 1. TEACHER CANDIDATES HAVE AT LEAST A MINIMUM OF 2.50 CUMULATIVE GRADE POINT AVERAGE AT THE TIME OF ADMISSION TO AND COMPLETION OF AN INITIAL TEACHER PREPARATION PROGRAM.

The Teacher Education Program requires a minimum of 2.50 cumulative grade point average of all candidates as application forms (D13), records of the Teacher Education Committee (D7), and candidates' records document (D26).

ELEMENT 2. UNDERGRADUATE DEGREE-SEEKING CANDIDATES ATTAIN PASSING SCORES ON THE PPST (PRAXIS I) TESTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM.

The Teacher Education Program requires candidates to attain passing scores on the PPST (Praxis I) tests for of all candidates as application forms (D13), records of the Teacher Education Committee (D7), and candidates' records document (D26). Recent State Board of Education acceptance of SAT and ACT score equivalents have been added to Teacher Education Program policies.

ELEMENT 3. PROGRESSION IN THE PROGRAM IS LIMITED UNTIL FORMAL ADMISSION TO THE PROGRAM HAS BEEN GRANTED.

Candidates in the Teacher Education Program cannot take upper-level curriculum activities courses until they are formally admitted into the program. This pre-requisite is clearly stated in the *Teacher Education Handbook* (D71) and the College Catalogue (D1).

ELEMENT 4. FORMAL ADMISSION TO THE PROGRAM OCCURS AT LEAST ONE SEMESTER PRIOR TO STUDENT TEACHING.

Requirements for progression in the Teacher Education Program are specified in the *Teacher Education Program Handbook* (D71). Students must apply for formal admittance to the program one year (two semesters) before their expected graduation. Admittance letters to the program clearly indicate when students need to be in compliance and are admitted conditionally (D37).

STANDARD 1B: LICENSURE-ONLY CANDIDATES

Requirements for licensure-only candidates are clearly described. In determining requirements, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure.

ELEMENT 1. WRITTEN POLICIES AND PROCEDURES DESCRIBE THE PROCESS FOR DETERMINING REQUIREMENTS FOR LICENSURE-ONLY CANDIDATES.

ELEMENT 2. LICENSURE-ONLY CANDIDATES ARE ABLE TO DEMONSTRATE STANDARDS THROUGH MEANS OTHER THAN TRADITIONAL COURSEWORK.

Please see the section on alternative routes through the Teacher Education Program, found on page 10 of this report.

STANDARD 2: CANDIDATE PERFORMANCE: ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

ELEMENT 1. INDIVIDUAL CANDIDATE ASSESSMENT. THERE IS A SYSTEM OF THE COLLECTION AND ANALYSIS OF DATA ON CANDIDATE PERFORMANCE.

ASSESSMENT OF CANDIDATE PERFORMANCE

The Warren Wilson College Teacher Education Program's assessment system has been developed over the last five years to better and better align with the Conceptual Framework and especially its "Four Envelopes" or program quality performance standards. The system provides for collecting and analyzing data on applicants' qualifications and candidates' performance. Some graduate performance data is also collected and analyzed. Recent developments in the College, most notably the hiring of our first Institutional Research and Educational Assessment administrator, have already given the unit new directions for utilizing database software in this system.

As a very small program, the unit's tendency is to deal with candidates on a case-by-case basis, capturing copious narrative data and maintaining extensive paper files (actual and sample student files are available in the documents room), and creating summative spreadsheets for external reporting and internal candidate progress management. The new data system we are putting into place, with the help of the new administrator, promises new tools for data analysis and monitoring of student progress in coursework and fieldwork.

Graduate progress and status is more problematic to track. The small alumni office is mostly organized for volunteer input and the planning of reunion events. Again, the new data system is being designed to track job status to the best of the unit's ability. Our closest contacts are always with locally teaching alumni, whom we treasure for Advisory Board membership and on-going consultation.

As the new Director of Institutional Research/Educational Assessment puts the system in place, the EDU system will continue to operate in tandem with the College-wide APTRON CollegeWeb registration and record-keeping system. With this foundation, the College expects to develop an academic assessment system that will more systematically address student achievement and other aspects of the effectiveness of the academic program. Indeed, as the new President of the College gave his first Commencement address (D2), one of his "Challenges for the year ahead" was "**1. Assessment:** Like other colleges that have undergone considerably change, we need to take time to take stock of where we are and where we want to go. In other words, the moment for assessment is upon us." Later, in describing the cultural dimensions of the College about which he was concerned, Pfeiffer said, "... we must strive to an even greater degree than we have in the past to create a culture that uses data to help drive decisions. ... I've learned in the last

six years that my ability to help make change happen on campuses – for example, new buildings, higher salaries, more programmatic support – often has rested on the presentation of clear and compelling evidence that supports convictions. Toward that end, I’m very pleased we now have Don Ray [new administrator] on staff to assist with institutional research. I predict he’ll be a busy man in the next few years.”

From personal conversations, it is clear that both Dr. Pfeiffer and the new IR/EA administrator expect the unit’s experiences with external evaluation at the state and national level to serve as a model for the kind of data-based decision making they intend to promote throughout the College.

The EDU unit system for assessing candidates’ knowledge, skills, and dispositions has ten major assessment points. The table AS.1 below outlines the assessment points. Discussion and references to supporting documentation follow.

Table AS.1 Key Points in the Assessment System of the Warren Wilson College Teacher Education Program

Assessment format	Assessment by	Data used to	Candidate or Program reflection on
1. Preliminary application and/or enrollment in introductory EDU coursework (D11)	EDU faculty in department meetings, noting special talents and raising concerns, especially related to professional dispositions	Begin candidate advising system, inform candidate about program expectations	Prior experiences, reason for interest in education field
2. Early fieldwork requirements within professional coursework (D12)	EDU faculty and host teachers and administrators	Document fieldwork experience, comment on professional dispositions and behaviors	Prior experiences as a student, biases (and new understandings) about learners and learning and the institution of school
3. Formal application to the Teacher Education Program (D13)	TEC members review Academic progress (QPA) and Praxis I (or equivalent) Work record Service record Student life record Writing skills Reflective practice (ideas about 4 Envelopes) Other evidence of professional dispositions from encounters in coursework, etc.	Determine eligibility for Teacher Education Program and admit (with recommendations or conditions, as appropriate)	Writing prompt requires candidate to Attach an essay that describes his/her progress toward the Teacher Education Program goal for all (future) educators. The candidate is required to address each of the “Four Envelopes” assessment qualities in terms of what specific skills and knowledge he or she has to offer to K-6 or 9-12 schools

Table AS.1 Key Points in the Assessment System of the Warren Wilson College Teacher Education Program, Continued

Assessment format	Assessment by	Data used to	Candidate or Program reflection on
4. Advanced fieldwork requirements independent from but incorporating professional coursework (D12)	EDU faculty and host teachers and administrators	Document and evaluate professional dispositions and reflective practice	Writing prompts and on-line discussion of observations and classroom interactions in light of 4 Envelopes; interview with host teacher
5. Application for a Student Teaching Placement (D14)	Teacher Education Committee members; recommendations/requests are then passed on to LEAs. Different principals and teachers treat these documents in varying way: some scrutinize closely for any error, others see the process as pro-forma and immediately work on placements	Teacher Education Committee recommends Student Teaching placement; EDU chair submits applications and additional data (criminal background check as required in some systems) to central office or charter school administration for placement process	Writing prompt is for a “Quasi job application” and intended to capture field experiences to date (and attitudes toward them). Candidates are asked to provide a typed, one-page description of fieldwork experiences, including any preferences that might help a school match instructional style or curricular interests. Candidates may request a particular school or teacher, but such placements are not guaranteed. Additional skills, abilities, interests, or talents the candidate will bring to the student teaching assignment
6. Student teacher monthly reports to the Teacher Education Committee (D7)	Student teachers and Teacher Education Committee members	Gauge policies, requirements, and expectations; understand challenges and opportunities of student teaching	Preparation and discoveries; strategies and new learnings

Table AS.1 Key Points in the Assessment System of the Warren Wilson College Teacher Education Program, Continued

Assessment format	Assessment by	Data used to	Candidate or Program reflection on
7. Student Teaching midterm (D15)	Cooperating teacher, College supervisor, and student teacher	Basic skills and competencies as well as progress toward Four Envelopes	Extensive reflection on progress to date
8a. Student Teaching evaluation notebook and final evaluation (D16)	Cooperating teacher, College supervisor, and student teacher	Evidence presented of each of the 4Es Also NC licensure form indicating completion	Each Envelope requires a reflective essay; each artifact is labeled following a cycle of reflection
8b. Student Teaching evaluation notebook and community presentation (D17)	Teacher Education Committee; cooperating teachers and others from the local schools; upcoming student teachers; other members of the College community	Student Teaching Evaluative Notebook; collaborative presentation and table display about practice and experience	Student teachers reflect on over all experience with cohort group; individual TEC members use notebooks as an occasion for reflection and evaluation of program
9. Senior Letters and Education-program-specific Senior Letter addendum (D19)	College and Departmental assessment of student teaching/ program experience in context over all College experience	Senior Letter required by the College (review by EDU and other members of the faculty); Senior Letter addendum provides further information after the student teaching experience	Student teacher reflects on overall program experience and College experiences throughout the four years (academics, work, service, and more)
10. NC IHE Performance Report Survey of In-state Teachers; Advisory Board and alumni events (locally teaching graduates) (D20 and D21)	Locally teaching graduates and other alumni reporting to Teacher Education Committee	Survey sent out through DPI (very low N); alumni survey and information gathering both on paper and through the Advisory Board and other alumni events	EDU department reflects on programmatic information and acts on it (especially suggestions and recommendations from the Advisory Board)

Assessment Point 1

Preliminary application and/or enrollment in introductory EDU coursework

The Warren Wilson College Teacher Education Program capitalizes on its small size in tracking interested students from their initial indication of potential candidacy. Education faculty discuss students in department meetings, noting special talents and raising concerns, especially related to professional dispositions. Completing the preliminary application (D11) means that a student is entered into the candidate advising system, and informed program expectations. The application captures prior experiences and the reasons for the student's interest the field of education, information that helps the faculty utilize candidates' special talents and strengths.

Documents available:

1. Sample form (D11)
2. Student sample file (D25)
3. Actual student files
4. Initial data base screen (in development) for program progress. (D34)

Assessment Point 2

Early fieldwork requirements within professional coursework

The Warren Wilson College Teacher Education Program requires early fieldwork experiences (see standard 3) to be integrated with coursework. This allows Education faculty to assess potential candidates' dispositions about teaching and learning through multiple means, and guide future teachers into new perspectives and understandings about the nature of schools and the diverse learners in them. These interactions to "process" field experiences occur in class and on-line. Host teachers and administrators are also urged to comment on new candidates who present any challenges or strengths.

Documentation available:

1. Course syllabi (EDU 215 Classroom Observations K-12; EDU 293 Explorations in Science Education; EDU 303 Early Childhood Curriculum and Practicum; EDU 305 Educational Psychology) (D10)
2. Course assignments and guides related to fieldwork (D35)
3. On-line fieldwork observation commentary and discussion (D36)
4. Fieldwork manuals (D12)

Assessment Point 3

Formal application to the Teacher Education Program

The formal application to the Teacher Education Program (D13) is an important gateway for candidates. The application itself requires a candidate to assemble evidence of his/her qualifications and a demonstration of reflective writing. The deliberations of the Teacher Education Committee serve to publicly reinforce the commitment to the Conceptual

Framework and the professional dispositions promoted by the Program. TEC members review

Academic progress (QPA) and Praxis I (or equivalent)

Work record

Service record

Student life record

Writing skills and reflective practice: The writing prompt requires the candidate to attach an essay that describes his/her *progress* toward the Teacher Education Program goal for all (future) educators. The candidate is required to address each of the “Four Envelopes” assessment qualities in terms of what specific skills and knowledge he or she has to offer to K-6 or 9-12 schools

Other evidence of professional dispositions from encounters in coursework, etc.

The Teacher Education Committee determines eligibility of the candidate for Teacher Education Program and admits or denies (with recommendations or conditions, as appropriate).

Documents available:

1. Sample form (D13)
2. Student sample file (D25)
3. Actual student files
4. Teacher Education Committee minutes deliberating candidates’ status (D7)
5. Follow-up letters of acceptance (sometimes conditional) (D37)
6. Formal application database screen (in development) for tracking candidate progress (D34).

Assessment Point 4

Advanced fieldwork requirements independent from but incorporating professional coursework

Although some advanced fieldwork may be completed as a candidate is applying for formal admission to the Teacher Education Program, this Assessment Point is an important check on the progress of future educators. Candidates take an increasingly active and responsible role in the classroom, are usually required to teach some mini-lessons as a part of this fieldwork, and student teaching placement is dependent on successful completion of the advanced fieldwork requirements. EDU faculty and host teachers and administrators document and evaluate the professional dispositions and reflective practice of the candidates. Writing prompts and on-line discussion of observations and classroom interactions are written in light of the Four Envelopes.

Documents available:

1. Fieldwork manual (D12)
2. Sample evaluation forms for advanced fieldwork (D38)
3. On-line discussion forum and observation posting sites (D36)
4. Evaluation forms completed by host teacher (D39)

5. Student sample file (D25)
6. Actual student files
7. Course work examples utilizing fieldwork placements for curriculum and instruction design implementation (D35)
8. Field placement database screen (in development) tracking candidate progress (D34).

Assessment Point 5

Application for a Student Teaching Placement

Application for a Student Teaching Placement (D14) is made first to the Teacher Education Committee. The writing prompt is for a “quasi job application” and intended to capture field experiences to date (and attitudes toward them). Candidates are asked to provide a typed, one-page description of fieldwork experiences, including any preferences that might help a school match instructional style or curricular interests. Once the Teacher Education Committee recommends Student Teaching placement, the Education Department Chair submits applications and additional data (a criminal background check as required in some systems) to the central office or charter school administration for placement process. Different principals and teachers treat these documents in varying way: some scrutinize closely for any error, others see the process as pro-forma and immediately work on placements. Candidates may request a particular school or teacher, but such placements are not guaranteed.

Documents available:

1. Sample form (D14)
2. Student sample file (D25)
3. Actual student files
4. Teacher Education Committee minutes deliberating candidates’ status (D7)
5. Follow-up letters of acceptance (sometimes conditional) (D40)
6. Departmental letters to school districts requesting placements (D41)
7. Student teaching application database screen (in development) for tracking candidate progress (D34).

Assessment Point 6

Student teacher monthly reports to the Teacher Education Committee

At least six meetings of the Teacher Education Committee each year include a group interview of, and discussion with, the current semester’s student teachers. Topics include “tales from the front” and new developments in curriculum, instruction, and other school wide initiatives. Student teachers comment frankly on their preparation for the experience, and describe successes and barriers they are experiencing at their school sites. The Teacher Education Committee uses these meetings to gauge policies, requirements, and expectations; members come to understand the challenges and opportunities of student teaching. Teacher Education Committee members listen carefully to student

teacher experiences and look to Education Department faculty (College Supervisors of student teachers) for additional information about an additional case as necessary. Departmental representatives also observe student teachers.

Documents available:

1. Teacher Education Committee agenda and minutes reflecting discussions with candidates (7), including actions taken as a result of information from candidates.

Assessment Point 7 Student Teaching midterm

The midterm evaluation of student teaching is a crucial gateway for candidate progress. At the “midterm” of student teaching, which the unit defines as the point at which a student teacher is taking on primary responsibility for a classroom, the cooperating teacher and College supervisor meet to assess the student teacher’s progress and likelihood of successful completion. To complete this assessment they review observations notes (D29), dialogue sheets from the Student Teaching Handbook (D30), and the student teacher’s self-assessments (D31).

Beginning in fall 2006, the new section of the midterm entitled “basic skills” includes multiple dimensions that assess the candidate’s content area preparation, pedagogical skills, and professional knowledge and dispositions. For each category, candidates receive a rating of 3 = exceeds expectations; 2 = meets expectations; and 1 = does not meet expectations. Student teachers use this evaluation report as guide for further reflection, action, and discussion. Students who are having significant difficulties in one or more of these areas may be given an action plan and will receive multiple follow-up observations and visits in hopes of recovering the semester.

The basic skills required at this point in the student teaching experience are:

Preparation of long-term, multi-day, unit lesson plans
Preparation of daily lessons: materials, activities, content
Successful classroom management routines
Appropriate communication with cooperating teacher and other professionals
Appropriate communications with students and families
Demonstrated professional behaviors, including timeliness, responsibility, dependability
Demonstrated professional dispositions toward learners and learning

In addition to these proficiencies, student teachers are expected to comment on their growth and progress in relation to the Four Envelopes.

Documents available:

1. Student Teaching handbook, including sample midterm forms and expectations for candidate preparatory reflections (D15).
2. Actual student files including student teaching observation forms and related documentation of support for student teachers (D31)

Assessment Point 8a

Student Teaching evaluation notebook and final evaluation

The Student Teaching Handbook includes extensive explanations of the final evaluation notebook. The section begins:

“The goal of the Teacher Education Program is that each graduate has become a reflective innovator serving in communities with head, heart, and hands. In order to demonstrate that you have met this goal, the Four Envelopes Process requires you to give evidence of each of the identified program qualities in an evaluation notebook or portfolio. You will address each program quality in a personal essay, and you will also provide evidence of this quality from your practice as a student teacher. Some sources of evidence are required, and others you will choose. Each artifact you include as evidence must be carefully labeled. **Two copies of the evaluation notebook/ portfolio are required: one for you, and one for the permanent collection of the Teacher Education Program.”**

This is followed by a description of the requirements for the personal reflective essays, the required evidence (artifacts from teaching) that must be collected, the labels that must be made for the evidence, and the INTASC standards that are aligned with each of the Four Envelopes.

The College supervisor, the cooperating teacher, and the student teacher review the evaluation notebook in order to create a detailed final evaluation document that may also serve as a letter of reference. The College supervisor determines the student teacher’s final grade. If there are significant evaluation discrepancies between the college supervisor and the cooperating teacher, the Teacher Education Committee may be asked to resolve the differences.

Documents available:

1. Student Teaching handbook, including sample final evaluation forms (D16) and expectations for completion of the Four Envelopes Process evaluation notebooks (D33)
2. Department collection of Four Envelopes evaluation notebooks
3. Program Completer files including final evaluation forms

Assessment Point 8b

Student Teaching evaluation notebook and community presentation

The Community Presentation night is a culminating event for student teachers, a celebration of what they have accomplished and an opportunity for them to share their experiences with the College community as well as visiting educators (D17). The Teacher Education Committee attends, as do cooperating teachers and others from the local schools, upcoming student teachers, and other members of the College community. On display are the Student Teaching Evaluative Notebooks and sometimes elaborate table exhibitions of student work samples, images from student teaching, PowerPoint presentations, and more. The semester's student teachers make a collaborative presentation and publicly reflect on their overall experience with cohort group. Individual Teacher Education Committee members use the presentations and notebooks as an occasion for reflection on and evaluation of program.

1. Department collection of Four Envelopes evaluation notebooks
2. Videotapes of presentations and other documentation of community presentation events (D17).

Assessment Point 9

Senior Letters and Education-program-specific Senior Letter addendum

As a College requirement for graduation, each senior must write a letter evaluating the education received at Warren Wilson against the goals of the department/program and the whole educational program by answering an extensive series of questions. The majority of seniors take this evaluation process very seriously, reporting their own evaluation of their success in achieving a range of educational outcomes. These letters have been required for over 20 years and are periodically reviewed and summarized for use at the next level of evaluation. A more detailed description of the College-wide Senior Letter requirement and use for program evaluation is outlined below (see STANDARD 6).

In recent years, the EDU department has felt that the timing for submission of the Senior Letter is particularly bad for student teachers, many of whom report feeling under stress and in a sense far away from the College because of their immersion in their local public school placement. As a result, the Education faculty encourages student teachers to write and submit their letters early in the semester, before their full-time responsibilities as teachers are at their peak (D42). Then candidates are asked to complete an addendum to their Senior Letter, specific to the Teacher Education Program and the Education Department, as they complete their Four Envelopes notebooks.

Table AS.2 includes an anonymous selection of comments from the Senior Letters of the last four years. This is intended to give a sense of the range and depth of the commentary of graduates. The full set of Senior Letters regarding the Education Department and the Teacher Education Program are available in the Documents Room

Table AS.2 Senior Letter Excerpts

Pedagogical Content Knowledge
From my field work experiences I learned a lot about the spectrum of abilities within a classroom and the monumental task of the teacher to reach those disparate academic and emotional needs.
Exceptionalities took me into the world of those who don't fit into society's narrow definition of normal. It challenged my view of what different people are capable of as well as providing practical information for use in the classroom.
So far planning units and fieldwork have proved to be the most useful activities I completed as course work. I've been able to use some of the lessons I previously planned, but more importantly, I've been able to use the skills I learned to plan countless other units. This not to say that nothing else I've learned has been useful, but those are the most apparent exercises.
One of the things I really like about being an education major is that I was able to take classes from so many different departments. I especially loved taking Physical Science, Initiatives for Adventure Education, and Infant and Child Development. It is hard to say, though, which classes best prepared me for student teaching. I think I learned the most essential skills in the two I took from Denise Palas: Teaching Communication Skills (K-6) and Integrated Curriculum. So much of first grade is learning how to read and write, so I was constantly thinking back to class discussions we had in Communications when I was planning. And I simply could not have student taught without the skills Denise taught us in Integrated Curriculum. Though in retrospect my unit and lesson plans for that class were unrealistic, having the experience in learning how to write them and actually doing it was invaluable.
Professional Knowledge and Skills
I can remember those 'boring' days of ed psych. Boring right up until I went in a classroom and saw exactly what we had been talking about. All of a sudden the light was on in my brain.
I also learned in fieldwork that keeping students on task is vital in preventing time lost to group management. I observed teachers quickly moving from one activity to the next, always keeping the rhythm of the class constant so as to avoid disturbances.
I had the opportunity to step back from learning about the intricacies within each classroom and consider education on a larger scale. I learned and debated about the roles that social and economic status play in students' learning, about the grossly unjust distribution of education dollars, and about the importance of students' culture in how they learn, for example.
I think that the fieldwork experiences helped me to be comfortable in the classroom from the beginning. They allowed me the opportunity to try on a teachers' 'shoes' and make sure that they didn't pinch too much. I also saw things during my fieldwork that I've tried to incorporate into my teaching.
In hindsight I think ... it would have been very helpful to have had a course that focused on basic, practical classroom management skills.
The Four Envelopes Process
While I like what the 4 envelopes stand for, the things you do as a teacher almost always overlap into many different envelopes, making it hard to separate them. I think the envelopes are important to remember and areas to work to improve as long as a person teaches.
The four envelopes process is very neat. It gives a better name to something that every student teacher everywhere does. Instead of calling it a portfolio it becomes something so much more. My suggestions about it would only be this. Introduce the four envelopes earlier and with more emphasis.
Professional Dispositions – especially attitudes toward diverse learners
I think Warren Wilson has most positively affected my life through the WorldWide Program. Going to Sri Lanka and India was an indescribable experience. Almost two years later, I'm still trying to process it all.
I can no longer afford to waste a day "recovering" from the night before, and my internal clock has set itself to such an early rising hour that I can't sleep in anymore even if I want to. I've stopped drinking coffee since my roommate left, and have now switched to the healthier green tea option each morning. Laundry gets done on a weekly basis because it has to. The room gets cleaned because I go crazy if it's not. I see all these small changes in my character and I realize that, despite the fact that I never thought it would happen, I've grown up.
I feel the Education Department has prepared me well for the role of full-time teacher, and am really looking forward to having my own classroom.

Documents available:

1. Senior Letter writing requirements and College and department questions are in the Student Teaching Handbook (D19).
2. Senior letter collections in the department and in the College archives.
3. Evidence of Education Department deliberations on Senior Letter approvals, and related discussion of program suggestions and compliments, are available in the minutes of the Education Department meetings (D8).

Assessment Point 10. NC IHE Performance Report Survey of In-state Teachers; Advisory Board and alumni events (locally teaching graduates)

The last assessment point is after candidates have graduated. The unit reflects on programmatic information and acts on it (especially suggestions and recommendations from the Advisory Board) provided by this information. This is an assessment area that may be significantly enhanced by the new candidate database. Currently, the North Carolina Department of Public Instruction sends a satisfaction survey to all new teachers in the state, their mentors and their principals.

Table AS.3 is a compilation of the results of the IHE Performance report surveys (D20), which provides some evidence of satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated 1 (lowest) to 4 (highest). Please note these are available scores, based on survey returns, as reported by the North Carolina Department of Public Instruction. If less than five survey responses are received, the stated policy is to hold responses and combine them with the next year's survey.

Table AS.3 IHE Performance Report: Satisfaction Survey

Satisfaction with...	Program Completers	Employer	Mentor
Quality of teacher education program	1999-2000 3.67 2000-2001 4 2001-2002 4 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 4 2000-2001 4 2001-2002 3.33 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 3.5 2000-2001 4 2001-2002 3.33 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A
Preparation to effectively manage the classroom	1999-2000 3 2000-2001 3.5 2001-2002 4 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 4 2000-2001 3 2001-2002 3 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 3.33 2000-2001 3 2001-2002 4 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A

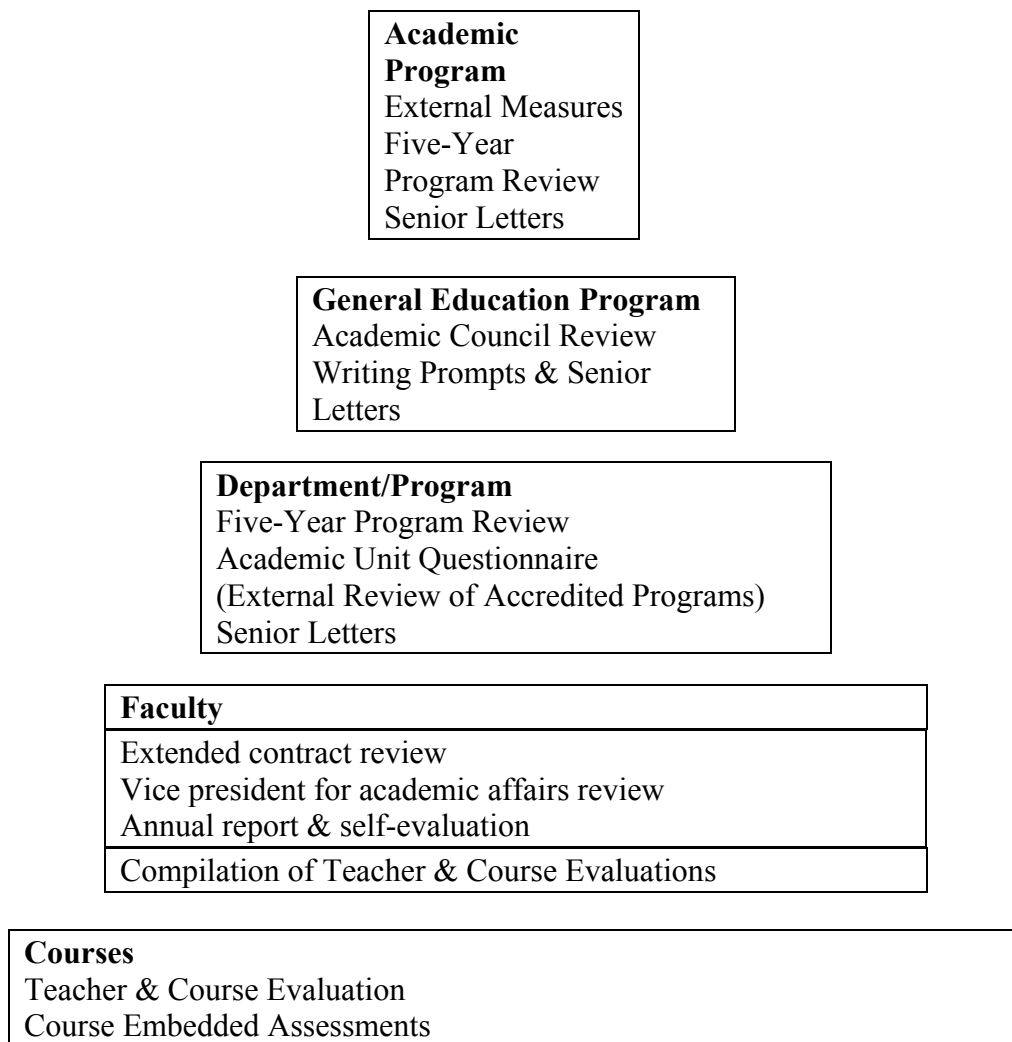
Table AS.3 IHE Performance Report: Satisfaction Survey, continued

Preparation to use technology to enhance learning	1999-2000 3 2000-2001 3 2001-2002 3 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 4 2000-2001 4 2001-2002 3.33 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 3.33 2000-2001 4 2001-2002 3.33 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A
Preparation to address the needs of diverse learners	1999-2000 3.67 2000-2001 3.5 2001-2002 3 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 4 2000-2001 4 2001-2002 3.33 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 3.33 2000-2001 4 2001-2002 3.33 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A
Preparation to deliver curriculum content through a variety of instructional approaches	1999-2000 3.33 2000-2001 4 2001-2002 4 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 4 2000-2001 4 2001-2002 3.33 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A	1999-2000 3.33 2000-2001 4 2001-2002 3.33 2002-2003 N/A 2003-2004 N/A 2004-2005 N/A 2005-2006 N/A
Surveys received / mailed 1999-2000	3 / 3	1 / 3	3 / 3
Surveys received / mailed 2000-2001	2 / 9	1 / 9	2 / 9
Surveys received / mailed 2001-2002	1 / 3	3 / 3	1 / 3
Surveys received / mailed 2002-2003	0 / 2	0 / 2	0 / 2
Surveys received / mailed 2003-2004	N/A	N/A	N/A
Surveys received / mailed 2004-2005	0 / 3	0 / 3	2 / 3
Surveys received / mailed 2005-2006	1 / 2	2 / 2	1 / 2

ELEMENT 2. PROGRAM AND PROGRAM OPERATIONS ASSESSMENT: THERE IS A SYSTEM FOR THE COLLECTION AND ANALYSIS OF DATA ON PROGRAM AND PROGRAM OPERATIONS.

1. INSTITUTIONAL CONTEXT

As the previous discussion of the Assessment Points indicates, data for unit assessment are solicited from candidates during the program, at the time of program completion, and after graduation. At Warren Wilson College, Academic Program assessment has a pyramid-like structure, with the units in each layer submitting their own evaluation to the units in the layer above for evaluation.



Compilations of the Course and Teacher Evaluation forms provide much of the data used at the individual faculty level of the evaluation pyramid. Full time faculty are required to submit a Faculty Annual Report and Self-evaluation (D43). In it, faculty review the

summary of the student evaluations for every course offered during the past year and pertinent student comments and compare these to their own evaluation of each course. Where a deficiency is detected, some plan for remediation is expected. Faculty are also expected to evaluate their teaching success in general and the results of their development efforts, and to review their other contributions to the mission of the College. These self-evaluations have been regularly reviewed by the Vice-President for Academic Affairs, who then discusses the self-evaluation with the faculty member at intervals determined by the length of the faculty member's contract. These evaluation files are available in the office of the VPAA.

Evaluations conducted at the individual course and individual faculty level are, in turn, used at the broader department or program level. Academic departments and programs are urged to do a complete program review (including a review of library resources) every five years and must complete an Academic Unit Questionnaire every ten years as part of SACS accreditation.

The 2004-2005 Warren Wilson College SACS self-study revealed that, in a review of the assessments in use by academic departments and programs, there is an attempt to find assessment tools suitable to the characteristics of each individual program. That report concluded that there was a need to create a broader spectrum of assessment tools and a more integrated plan for assessment at the course, department/program, and Triad Program levels.

According to the SACS document, in recognition of these needs, the Academic Policies and Planning Committee of the Faculty Body has been charged with the task of developing a plan for ensuring a level of assessment and its use in planning in every department that is comparable to that at the institutions used by the College as benchmarks in other planning. (Antioch, Brevard, Earlham, Evergreen, Guilford, Hampshire, Lewis & Clark, Maryville, Northland, Reed, and Wooster.) While departments and programs will explore available culminating major field tests for affordable instruments that will actually conform to their needs, they may also seek help in designing or redesigning an array of measures tailored to their needs, including more systematic use of course embedded measures, Course and Teacher Evaluations, Senior Letters, and alumni surveys. In return, the College Administrative Council has created the full-time institutional research and assessment position, as described earlier.

As noted in the Candidate Assessment Points, corroboration of department/program self-evaluation is provided in part by the Senior Letter. As a requirement for graduation, each senior must write a letter evaluating the education received at Warren Wilson against the goals of the department/program and the whole educational program by answering an extensive series of questions. The majority of seniors take this evaluation process very seriously, reporting their own evaluation of their success in achieving a range of educational outcomes. These letters have been required for over 20 years and are periodically reviewed and summarized for use at the next level of evaluation.

ELEMENT 3. A FORMAL REVIEW OF THE PROGRAM OCCURS AT LEAST ANNUALLY.

2. THE UNIT AND PROGRAM EVALUATION

It is one of the goals of the new Director of Institutional Research and Educational Assessment to more fully utilize the Senior Letter Process for program evaluation. The unit expects to capture sample commentaries from Senior Letters and the Education Program addendum as part of its new database for tracking and assessing candidate progress and program quality.

The program evaluation cycle utilized by the unit is both informed by the institutional requirements and of course the external requirements of NCATE and NCDPI. The academic year cycle outlined in Table AS.4 indicates the involvement of external school partners as well as the taking of internal measures for program success. It is worth noting that all Education Department faculty, including the Chair, are on ten-month contracts. The administrative assistant to the Teacher Education Program is the only twelve-month employee in the unit.

The blessing of being a small unit is that it is relatively easy for the Teacher Education Program to “flex,” to respond quickly and uniformly to new initiatives and requirements. The tendency is to accommodate individual student needs based on individual cases and circumstances. College and Program policies are upheld and arrangements – independent studies, alternative means for meeting requirements, and scheduling alterations – are brainstormed and implemented. The institutional requirements for program review outlined in the previous section have been sporadically implemented, which accounts for the new priorities of assessment and data-based decision making promoted by the new President and the new Director of Institutional Research and Educational Assessment. Thus the unit has stayed current with external policies and requirements from NCATE and the state of North Carolina largely through its own independent efforts. Although the required course audits and extensive programmatic self-scrutiny are labor intensive, the unit appreciates the resulting quality of its offerings and the fact that it will serve as a model to the rest of the institution in this time of change.

Internally, then, much of program evaluation is driven by publication and other institutional deadlines. The academic year includes schedule, catalogue, and budget deadlines that all drive unit reflection on and innovation for improvement.

Table AS.4 Academic Year Cycle and Unit Program Evaluation

ELEMENT 4. DATA ON CANDIDATES, THE PROGRAM, AND PROGRAM OPERATIONS HAVE BEEN ANALYZED.

ELEMENT 5. IMPROVEMENTS IN THE PROGRAM AND PROGRAM OPERATIONS HAVE BEEN MADE ON THE BASIS OF DATA GENERATED BY THE ASSESSMENT SYSTEM(S).

Timeline	Activity for internal program review and improvement	External reviews
June and/or August (depending on faculty travel and other personnel schedules)	Education Faculty Retreat (Work) Days: Revision/updates of Teacher Education Program Handbook Revision/updates of Fieldwork Manual Planning in light of the candidate “pipeline” and fieldwork placement brainstorming and requests Revision/Discussion of courses Professional Development opportunities	IHE Performance Report K-12 Involvement (North Carolina requirement)
September-December	Teacher Education Committee meetings with student teachers Alumni networking related to Homecoming Feedback from fieldwork placements Department meetings regarding individual student and additional fieldwork placements needed Host teacher advanced fieldwork feedback Four Envelopes Process Senior Letters Process	NCATE annual report
Winter Break	Education Faculty Retreat (Work) Days: Planning for budget requests Review of funds available and purchases planned for Learning Resource Center and Library Review and revision of catalogue copy Planning for schedule of next academic year (review of candidate “pipeline” etc.) Planning for recruiting calls and related strategies with the Office of Admission	
January-May	Teacher Education Committee meetings with student teachers Feedback from fieldwork placements Department meetings regarding individual student and additional fieldwork placements needed Revision/updates of Student Teaching Handbook in time for meetings with fall semester student teachers Planning for and processing information gained from the Advisory Board meeting Host teacher advanced fieldwork feedback Four Envelopes Process Senior Letters Process	

Standard 3: Field Experience and Clinical Practice

THE PROGRAM AND ITS SCHOOL PARTNERS DESIGN, IMPLEMENT, AND EVALUATE FIELD EXPERIENCE AND CLINICAL PRACTICE SO THAT TEACHER CANDIDATES DEVELOP AND DEMONSTRATE THE KNOWLEDGE, SKILLS, AND DISPOSITIONS NECESSARY TO HELP ALL STUDENTS LEARN.

STANDARD 3A: Field Experience and Clinical Practice

SEQUENTIALLY PLANNED FIELD EXPERIENCES FOR UNDERGRADUATE DEGREE-SEEKING CANDIDATES BEGIN EARLY IN A CANDIDATE'S PROGRAM AND CULMINATE IN A CONTINUOUS AND EXTENDED MINIMUM TEN-WEEK PERIOD OF CLINICAL PRACTICE IN THE AREA IN WHICH THE CANDIDATE IS SEEKING LICENSURE. ALL FIELD EXPERIENCES ARE SUPERVISED AND FORMAL EVALUATIONS INVOLVING UNIVERSITY FACULTY, COOPERATING TEACHERS, AND CANDIDATES OCCUR AS APPROPRIATE.

ELEMENT 1: THE PROGRAM INCLUDES FIELD EXPERIENCES AND CLINICAL PRACTICE THAT REFLECT THE ROLES FOR WHICH CANDIDATES ARE PREPARING. THE FIELD EXPERIENCES FOR UNDERGRADUATE-DEGREE SEEKING STUDENTS ARE SEQUENTIALLY PLANNED AND BEGIN EARLY IN THE PROGRAM.

Design of Field Experiences and Student Teaching

There are two levels of field experience (including student teaching) in the Warren Wilson College Teacher Education Program. Table FEX.1 provides a brief description of the introductory level.

Table FEX.1 Design of Introductory Fieldwork

Introductory Fieldwork course or component	Description	Contact Hours required
EDU 215 Classroom Observations K-12	The course spans the semester in order to give ample time for observing and, within limits, participating in local schools--public and private, traditional and alternative. Students are introduced to the world of educational research and the many perspectives available for understanding diverse students, teachers, and schools.	Three (3) one-hour visits to each of four (4) sites Additional visit to the Mountain Area Child and Family Center
EDU 305 Educational Psychology PILOT PROGRAM FALL 2006	In this course, students consider psychological principles and research findings as they apply to teaching and learning. Particular emphasis will be placed on the application of research-based practices as they can be observed and used in a variety of learning situations.	Over the course of the semester, students regularly travel as a class group to observe and participate in a public school classroom. Approximately 10 contact hours.

Table FEX.2 provides a brief description of the advanced level of fieldwork and student teaching.

Table FEX.2 Design of Advanced Fieldwork

Advanced Fieldwork course or component	Description	Contact Hours required
EDU 335 Literacy Fieldwork K-6	Elementary Education Students independently travel to and work with an assigned local teacher during literacy instruction for the duration of the semester. Students will complete an extensive observation log and submit a weekly reflective journal. This fieldwork course is designed to accompany EDU 321 Reading/Language Arts Curriculum. (Students are evaluated on a pass/fail basis.)	Students are expected to be at the site at least 10 of the 16 weeks of the semester with a minimum requirement of 20 contact hours.
EDU 390 Pre-Student Teaching Field Assignment	Registration for this course facilitates an extended on- site experience with the expected or requested cooperating teacher. In addition to observing in the classroom and assisting the teacher, students must do some project to benefit the classroom. This project may incorporate a service-learning extended project. For example, students enrolled might build a butterfly garden with the students in the classroom, or aid with technology utilization for a project, or do sustained tutoring with a select group of individuals.	Students are expected to be at the site at least 10 of the 16 weeks of the semester with a requirement of 30-40 contact hours.

ELEMENT 2. STUDENT TEACHING IS A CONTINUOUS AND EXTENDED MINIMUM TEN-WEEK PERIOD OF FULL-TIME STUDENT TEACHING IN A SINGLE SETTING IN THE AREA IN WHICH THE CANDIDATE IS SEEKING LICENSURE

EDU 420 Student Teaching in the K-6 School 16cr	Elementary Licensure Program candidates	Teaming with a college representative and at least one public school teacher, each student teacher experiences the full range of activities, including developing and implementing lesson and unit plans, maintaining a good learning environment, evaluating student work, and keeping accurate records of progress. Student teachers follow the calendar of the public school to which they are assigned.	40+ hours/week (full time) for fifteen weeks; minimum 25 days of primary responsibility for a classroom.
--	---	---	--

ELEMENT 3. P-12 PARTNERS ARE INVOLVED IN THE DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE.

The Warren Wilson College Teacher Education Program cooperates with its school partners to design, implement, and evaluate field experiences and clinical practices so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

In the past five years, the Fieldwork Sequence has been created, implemented, and adapted each year. Some of the changes have come from feedback and discussion with our public school partners. For instance, the College enabled the Education Department Chair to teach part-time as a volunteer at a local high school during the fall semester of 2003, and this greatly increased contacts and opportunities for candidates within the local secondary schools. Other changes have been driven by the personnel changes (see Standard 6) and the desire to have maximum contact between the preservice teacher and the local schools, which sometimes contravenes our equal desire to have maximum opportunities for discussing and processing field experiences with our students.

A review of departmental (D7) and Teacher Education Committee (D8) minutes in Table FEX.3 traces the decisions made about fieldwork with our K-12 partners. These school partners assist Warren Wilson College in the design of our field experience by providing feedback through the Advisory Board and in contacts related to individual placements, as outlined below.

Table FEX.3 Development of the Fieldwork Sequence

Program Year and activity related to Fieldwork Sequence	Key Fieldwork Decisions (dates reference EDU department meetings discussing these issues)
<p>2000-2001</p> <p>EDU upper level courses (3 credit) “blocked” with field experience courses (2 credit) for secondary licensure; elementary education fieldwork integrated with coursework.</p>	<p>WINTER RETREAT PLANNING and DECISIONS: beginning to look at separate FW sequence from courses</p> <p>Preparation for advisory board, focusing on quality/quantity time issues</p> <p>Outreach to new MACFC teachers as it opened</p> <p>Discussion of positive school-WWC relationship for fieldwork with concerns for scheduling</p>
<p>2001-2002</p> <p>Begin to develop a fieldwork sequence separate from the course requirements.</p> <p>Intention to enhance/expand Fieldwork experiences and collaborate with Service-Learning Office with opportunities for tutoring and mentoring.</p> <p>Challenge – fieldwork to build professional skills and work with classrooms is separate from Fieldwork that is service, which is more often working one-on-one. Difficult logistics for adequate supervision. Some students made the most of the opportunity, however.</p>	<p>TEC pays attention to Fieldwork placement , including the process for placements, connections between WWC and local schools, how EDU department makes arrangements happen.</p> <p>WINTER RETREAT Fieldwork redesign discussed then approved by TEC. Fieldwork sequence and fit with the program. Challenges, logistics including the number of credit hours and having schedules possible for students.</p> <p>FW load discussion and personnel challenges discussed. Decision to make a good faith effort to appropriately supervise fieldwork</p> <p>Advisory Board consulted on new Fieldwork; sequence and follow-up in department meeting</p> <p>20% assignment and fieldwork sequence design discussions</p> <p>Fieldwork placement recruiting strategies</p>

Table FEX.3 Development of the Fieldwork Sequence, continued

<p>2002-2003</p> <p>Pilot year with FW sequence EDU 215 Exploratory Fieldwork I EDU 235 FW II EDU 335 FW III EDU 435 FW IV Variable credit</p>	<p>MACFC liaison role begins to be established Discussions with central office on role and participation in placements Decision that FW III be required for elementary education students only, and related issues to student load. Host teachers want to sustained maximize time in the classroom. Met with private alternative school (Learning Community) to establish fieldwork options and determine what is possible for fieldwork placements before student teaching Developing appropriate course evaluation for FWII Handbook developed for working with MACFC Discussion of diversity of placements and finding ways to ensure students do not only see alternative schools Planning for advisory board and getting additional fieldwork input; Advisory Board advice for student teachers added to student teaching handbook.</p>
<p>2003-2004</p> <p>End of the 3 / credit block for elementary education majors and beginning of the additional requirement of math methods for elementary education majors</p> <p>3-person department (Betty Siviter’s retirement)</p>	<p>Fieldwork II sequence challenge with transfers and “late” deciders. Decision to document changes and waivers in files (<i>Database usefulness</i>) Lynne Firsell as MACFC liaison—challenge with adjunct/liason position who canceled at the last minute. EDU 215 changes in Fieldwork write ups –FW I-IV connection and articulation. Model for FWI “rotation” among pre-selected sites</p>
<p>2004-2005</p> <p>Laura Turchi on sabbatical (planned) Denise Palas develops serious medical condition Replacement faculty difficulties</p>	<p>Administrative Assistant Nancy Hofmann begins supervising fieldwork students (Lynne Firsell as instructor of record) Advisory Board dinner planning – topics, ideas for working with students <i>full day shadowing</i> to be recommended 05, implemented fall 06 as part of FW IV</p>
<p>2005-2006</p> <p>Continue with fieldwork sequence but work to establish appropriate load/supervision plan</p>	<p>Pat Tuttle as fieldwork coordinator in the fall of 2005; no personnel available in Spring 2006 for fieldwork Department discusses fieldwork placements and challenges – student personalities as well as logistical issues</p> <p>Department collaboration on placements and requirements Winter Retreat: Planning to rename sequence, reconnect to some extent with classes; better utilize Administrative Assistant for logistics. Department will share monitoring and related supervision dependent on load and other departmental responsibilities.</p>

ELEMENT 4. WRITTEN CRITERIA ENSURE QUALITY FIELD PLACEMENTS FOR CANDIDATES.

School partners are integrally involved in the placement of candidates for both field experiences and clinical practice. The process of placement of candidates for student teaching includes the following steps and monitoring, as outlined in the *Fieldwork Manual* (D12). The following excerpts from the manual are relevant to this element:

Field placements require careful arrangements, and sometimes negotiations, between the EDU department and our friends and partners in local schools. We have a good working relationship with many local schools, and we work hard to maintain that relationship through clear communications, reasonable expectations on both sides, and Warren Wilson College students who understand that they are *guests* in local classrooms.

For the **introductory level** fieldwork, instructors work with school administrators to clear dates and times and access to classrooms. Students in these classes must recognize that they are short-term visitors and mostly observers. Teaching schedules and other variables may make it difficult for a Warren Wilson student to see exactly the class or grade level that was requested.

Each semester members of the Education department discuss upper level students who are “in the pipeline” for teacher licensure, needing **advanced field placements** with diverse learners and, ideally, a range of instructional and curricular philosophies. The department looks ahead to the student teaching semester and determines a sequence of field assignments that should give a candidate an appropriate mix of learners, teachers, school configurations, and communities. Each semester the Education Department brainstorms about placements and “good fits” for students.

The first contact and request for a placement is usually made by the Education Department’s Administrative Assistant or an instructor. The strategy is to start by contacting the principal or assistant principal of the school, identifying the course and the student(s) needing placement. The initial request letter outlines the expectations for fieldwork (D51), but in the busy world of schools these requirements may need to be re-explained and discussed once the fieldwork assignment is underway. The key to successful advanced fieldwork is communication, and it is the responsibility of the Warren Wilson College student to be an accurate conduit of information between the College and the school site.

Many students are interested in alternative education sites, and there are some interesting possibilities locally. Alternative private and parochial schools may be sites for introductory fieldwork. In order to qualify for NC licensure, the student teaching placement must be in a public school classroom, and the assigned teacher must have career status. The K-12 school partners have additional concerns: they often choose to keep student teachers away from classes with important (for the school’s ABC evaluation) End of Grade or End of Course Tests. A principal may decide that a particular

grade level or department is experiencing too much turnover or other situations to also host a student teacher. Local teachers and administrators are under no obligation to work with Warren Wilson College students.

The Buncombe County Schools and the Asheville City Schools have central office personnel who are apprised of fieldwork assignments and who oversee student teaching placements. Once a student teaching application has cleared the Teacher Education Committee, it is forwarded to the school system for central office approval. At the same time, the cooperating principal (or designee) and the Education department faculty discuss possible placements and cooperatively agree on the candidate's placement. The principal discusses the placement with the teacher and secures his/her agreement to having a student teacher assigned. The principal informs the central office the teacher has agreed, and the Education Department is notified and in turn notifies the student teaching candidate.

The three local charter schools have fewer administrative personnel, and generally the assignments are arranged among the school's designated director, the potential cooperating teacher, and the Warren Wilson Education department.

ELEMENT 5. COOPERATING TEACHERS AND FIELD-BASED SUPERVISORS ARE PREPARED FOR THEIR ROLES.

For initial observations, an introductory letter is sent to the school requesting the visits, and expectations of the visiting students are clearly outlined (D73).

Fieldwork Host Schools are recruited through the principal, who is apprised of the needs of the candidate for observation and interaction (D51). Once the placement is determined, the host teacher receives a letter of information regarding expectations of the candidate and providing a contact number for further information or clarification (D74). The evaluation forms used throughout the fieldwork include opportunities for feedback or raising concerns (D38).

A similar process of recruitment for student teaching placements takes place, with the additional work of the Central Office administrator. Once the cooperating teacher is assigned and has agreed, he or she is offered a copy of *The Student Teaching Handbook* which is also available on-line. *The Student Teaching Handbook* includes a section outlining expectations for all persons involved in the student teaching experience (D72). In many cases the cooperating teacher is more interested in sharing a copy of the Handbook with the student teacher rather than having a duplicate, and the College Supervisor makes certain that the key sections are highlighted during the "calendar meeting," an opening conference with the student teacher, cooperating teacher, and College supervisor. This meeting has a clear agenda for information and expectation sharing, and this agenda is a part of the *Student Teaching Handbook* (D22)

ELEMENT 6. ALL FIELD EXPERIENCES ARE APPROPRIATELY SUPERVISED. FORMAL EVALUATIONS OF CANDIDATES COMPLETING FIELD EXPERIENCES AND STUDENT

TEACHING OCCUR AS APPROPRIATE. UNIVERSITY FACULTY AND COOPERATING TEACHERS ARE INVOLVED IN THE EVALUATIONS AS APPROPRIATE.

For fieldwork, host teachers and principals (and other administrative designees) provide supervision and feedback. For student teachers, cooperating teachers provide day-to-day supervision of and feedback to candidates, while the College supervisor (with input and visits from other EDU faculty) visits, observes, and gives feedback to the candidate on a regular basis. Table FEX.4 Overviews responsibilities for supervision and evaluation.

Table FEX.4 Supervision and Responsibility for Fieldwork

Fieldwork course or component	Supervision and Evaluation Responsibility
EDU 215 Classroom Observations K-12	See <i>Fieldwork Manual</i> and course documents for additional information Administrative assistant provides logistical support for observations (inquiry letters, follow-up phone calls, motor pool requests). Instructor coordinates visits and evaluates student participation Schools/host teachers provide feedback as necessary
EDU 303 Early Childhood Curriculum and Practicum (elementary education requirement)	See course documents for additional information Instructor coordinates visits and evaluates student participation in classrooms at the MACFC
EDU 305 Educational Psychology PILOT PROGRAM Fall 2006, replacing earlier “FWII” requirement	See course documents for additional information Administrative assistant provides logistical support for observation site (one site visited repeatedly over the course of the semester) Instructor coordinates visits and evaluates student participation School/host teachers provide feedback as necessary
EDU 335 Literacy Fieldwork K-6 (elementary education requirement)	See <i>Fieldwork Manual</i> for additional information Department discusses appropriate placement Administrative assistant provides logistical support for observations (inquiry letters, follow-up phone calls, mail-outs and organization evaluation forms as outlined in the <i>Fieldwork Manual</i>) Instructor monitors and contributes to on-line discussions, assigns P/F grade Host teachers provide feedback through evaluation forms and short survey at the end of the semester (as outlined in the <i>Fieldwork Manual</i>)
EDU 435 Curriculum Fieldwork K-12	See <i>Fieldwork Manual</i> for additional information Department discusses appropriate placement in light of pending student teaching semester (ideally students work with the same teacher who will be there cooperating teacher) Administrative assistant provides logistical support for observations (inquiry letters, follow-up phone calls, mail-outs and organization evaluation forms as outlined in the <i>Fieldwork Manual</i>) Instructor monitors and contributes to on-line discussions, assigns P/F grade Host teachers provide feedback through evaluation forms and short survey at the end of the semester (as outlined in the <i>Fieldwork Manual</i>)

ELEMENT 7. FIELD EXPERIENCE AND CLINICAL PRACTICE REQUIREMENTS AND PLACEMENTS ARE EVALUATED TO ENSURE PROGRAM QUALITY.

The Education Department with the aid of the Administrative Assistant monitor field experience and student teaching placements closely and keep a record of sites / host teachers where concerns have been raised about professional practices (D64). Because we work closely with principals and teachers regarding longer-term placements in advanced fieldwork, it is rare that a site is unknown to us. We also rely heavily on recommendations from Advisory Board friends and locally teaching alumni.

Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students, their families, and other significant adults in their lives in public school settings.

ELEMENT 1: CURRICULUM AND ACCOMPANYING FIELD EXPERIENCES ARE DESIGNED TO HELP CANDIDATES UNDERSTAND THE IMPORTANCE OF DIVERSITY IN TEACHING AND LEARNING.

Beginning in EDU 215 Classroom Observations K-12 and continuing in the required Human Development courses in psychology, candidates begin to develop their knowledge about how to help all students learn. All candidates complete EDU 305 Educational Psychology, where topics include examination of intelligence, cognition, motivation, cultural diversity, community and classroom leadership and management. In addition, students examine a variety of instructional strategies and methods of assessing the learner's progress. Elementary Education candidates complete EDU 303 Early Childhood Curriculum and Practicum, which is held at the Mountain Area Child and Family Center, a 5 star center that is a model for family outreach and serving the developmental needs of diverse learners. In EDU 302 Education Policy and Classroom Practice, candidates study diversity in the context of socio-economic and cultural status and examine the history and laws that have defined US educational opportunity and achievement. Elementary education candidates are required to complete EDU 312 Exceptionalities I and II, which prepares them for working in any capacity with children or young adults who have special needs.

As candidates progress through their programs of study, they develop skills and strategies to differentiate instruction and develop, practice, and reflect upon various elements of pedagogy in the upper level curriculum and instruction courses (EDU 321, 324, and 416 for elementary education candidates). Complementary fieldwork in literacy and curriculum are focused on helping all students learn. Additionally, field experience on-line dialogues and formative and summative evaluations develop and monitor candidate knowledge, skills, and dispositions. A formal assessment of candidates' knowledge, skills, and dispositions with regard to impacting student learning is central to the Four Envelopes Process, which is the assessment process that defines much of the student teaching experience.

The Warren Wilson College Teacher Education Program designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. The new institutional tracking system will allow us to improve how we track field placements and report how we ensure diversity across the program experiences for each candidate.

Knowledge about Diverse Learners: The Coursework Sequence

Please note that column two provides an *overview* of the course based on an extensive audit: supporting evidence (assignments, texts, student work, assessments, etc.) for each of these claims is available in the documents room in course-by-course file boxes.

Table DL.1 Knowledge about Diverse Learners: The Coursework Sequence

<p>DIVERSITY OF LEARNERS Candidates enrolled in these courses...</p>	<p>Acquire knowledge and understanding to underpin these fundamental attitudes toward learners:</p> <ol style="list-style-type: none"> 1. Respect for individuals and sensitivity for differences 2. Recognition of personal experiences and biases and the impact these may have on expectations and beliefs about teaching and learning 3. Understanding, especially from the perspective of a classroom teacher, of how an individual’s home life, sexual preferences, religious practices, and other important differences will impact his or her experiences in a classroom – and the critical need for each human being to feel he or she belongs and is accepted. <p>Through these class activities, assignments, and discussions...</p>
<p>EDU 209 Child and Adolescent Literature (elementary education requirement; recommended for English 9-12 licensure program)</p>	<p>The students in this course have the opportunity to examine a variety of books at different reading levels, and different genres which provides them with information that will be useful as they design and implement literacy programs in their classrooms. Throughout this course issues are raised which deal with discussions and activities that would be used with a diverse population of children. Special attention is given to the child for whom English is a second language and children with special needs. During the course, activities are modeled that can be used with children who might prefer to respond to literature in ways other than writing. Just as the children in the classroom prefer different modes of expression, so do the students in this course.</p>
<p>EDU 215 Classroom Observations K-12 This course is also listed under fieldwork experience</p>	<p>Students read and write about Vivian Paley’s <i>White Teacher</i> and discuss the author’s evolution in terms of her thinking about race, identity, and the impact of family (and feeling of acceptance and “normalcy” of one’s family) on a child’s earliest experience of school. Students also read and write about Dewey’s <i>Experience and Education</i> and consider the challenge of progressive education in its insistence that a teacher (and the curriculum) must follow the lead of an individual learner.</p>
<p>EDU 302 Education Policy and Classroom Practice</p>	<p>Students read and write about diverse learners as they study the historical development of the US school and the promises made along the way to educate the citizens. Candidates looked carefully at No Child Left Behind legislation and its definition of Adequate Yearly Progress for different subgroups. They read some of the texts that led to NCLB claiming a high moral ground: Kozol’s <i>Savage Inequalities</i>, Delpit’s <i>Other People’s Children</i>. Candidates look for practical information about interacting with children and their families by considering Payne’s <i>Framework for Understanding Poverty</i>. They also research and design a complex project for enhancing community-school partnerships in an assignment modeled on the 21 Century Learning Center Grants.</p>

Knowledge about Diverse Learners: The Coursework Sequence, continued

<p>EDU 303 Early Childhood Curriculum and Practicum (elementary education requirement)</p>	<p>In the MACFC classrooms where the WWC students practiced, they are able to observe children with autism, down syndrome, autism, emotional immaturity, and ESL learners. The children with autism and emotional issues had special one-on-one teachers in order to include them in the classrooms with typically developing children. By working in these inclusion classes, students were able to see a variety of developmental stages of learning and emotional and social competence. Students observed ways teachers could adapt for children’s needs and gained insight into what it means for children to learn in a group setting.</p>
<p>EDU 305 Educational Psychology</p>	<p>Ormrod’s Educational Psychology textbook explores diversity in each chapter and its implications within the different fields of educational psychology. Students read these sections and are expected to respond to questions related to diversity in class discussions and within required essays for the class. Readings and video clips (accompanying the Ormrod text) explore diversity of learners.</p> <p>Students read Sylvia Ashton Warner’s, <i>Teacher</i>, to explore how Ashton-Warner approached the challenge of teaching in a culture different than her own. Students write an essay on Sylvia Ashton Warner’s approach to teaching through an Educational Psychology lens.</p> <p>Students are exposed to a variety of supplemental readings to consider different forms of diversity that are present in learning environments. These readings provide a voice to the diversity through the eyes of researchers, children, teachers and parents.</p> <p><i>Everybody’s Story</i> is a chapter from Teaching Tolerance’s book, <i>Starting Small</i>. The book is intended to provide inspiration and practical advice to teachers about how to create an environment in one’s classroom that is not only accepting of diversity but is actively promoting the value of diversity in the classroom.</p>
<p>EDU 312 Exceptionalities and Inclusion I</p>	<p>This course provides an introduction to children with exceptionalities and deals exclusively with diversity in learning styles and needs, environments, teaching strategies, developmental levels, and curriculum adaptations. The course is a survey of high-incidence disabilities; learning disabilities, emotional and behavioral disabilities, and mental retardation/developmental disabilities. It is intended to provide a short introduction to the variety of methods of identification, instruction and accommodation for the diversity in children that they will encounter, as they become classroom teachers.</p> <p>In addition to videotaped exposure to a variety of children and adults with disabilities, the students will learn about disabilities from readings and class discussions. Students in this course learn about initial skills needed when working with children who represent diverse populations. Students develop their dispositions toward handicapping conditions for learners and begin to understand appropriate classroom and school responses as well as the legal systems that are in place to protect the rights of this diverse population. The students in the course develop an awareness of accommodations allowed under IDEA. In addition, they become familiar with the specifics of creating Individual Education Programs, (IEP’s).</p>
<p>EDU 313 Exceptionalities and Inclusion II</p>	<p>This course provides an introduction to children with exceptionalities and deals exclusively with diversity in learning styles and needs,</p>

<p>(elementary education requirement)</p>	<p>environments, teaching strategies, developmental levels, and curriculum adaptations. The course is a survey of low incidence disabilities: Hearing Impairments, Visual Impairments, Traumatic Brain Injuries, Multiple/Physical Disabilities, Autism, and Giftedness. It is intended to provide a short introduction to the variety of methods of identification, instruction and accommodation for the diversity in children that they will encounter, as they become classroom teachers.</p> <p>In addition to videotaped exposure to a variety of children and adults with disabilities, the students will learn about disabilities from readings and class discussions. Students in this course learn about initial skills needed when working with children who represent diverse populations. Students develop their dispositions toward handicapping conditions for learners and begin to understand appropriate classroom and school responses as well as the legal systems that are in place to protect the rights of this diverse population. The students in the course develop an awareness of accommodations allowed under IDEA. In addition, they become familiar with the specifics of creating Individual Education Programs, (IEP's). .</p>
<p>EDU 321 Reading/Language Arts Curriculum K-12 (elementary education requirement)</p>	<p>Readings consider the diversity of learners present in a public school classroom and how this influences reading and language arts instruction. Gail Tompkins' text (<i>Literacy in the 21st century: teaching reading and writing in pre-K through grade 4</i>) provides specific suggestions for reaching out to students (and families) from diverse backgrounds in teaching communication skills. Discussion includes taking into consideration the different forms of literacy that children experience in the home and how this could influence one's teaching.</p> <p>Assignments ask students to consider the diversity of learners that are present in a public school classroom. Students develop a comprehensive unit that could be used in a K-6 classroom. As part of this unit, students are assessed for their attention to the needs of diverse learners in the activities. The reading calendar they must create takes into consideration the different reading levels present in a typical public school classroom. Students develop rubrics for use in the literature unit. Students practice creating rubrics in class and view a variety of rubrics to consider age-appropriateness and effectiveness of different designs.</p> <p>Students develop activity centers on a variety of topics including phonemic awareness, syllabication rules, and CVCe construction. These centers take into consideration that learners approach these centers with different backgrounds and experience with regard to literacy. The centers are constructed and evaluated with diverse learners in mind.</p>

Knowledge about Diverse Learners: The Coursework Sequence, continued

<p>EDU 324 Math Curriculum K-6 (elementary education requirement)</p>	<p>Each student in this course is responsible for presenting lessons to peers as well as to children in their field placement class. After the in-class presentation of lessons, discussions focus on adaptations of materials for students with special needs. In addition, presentation for a wide variety of learning styles is stressed. Diversity in cognitive, linguistic, and motor abilities are a primary focus.</p>
<p>EDU 416 Integrated Curriculum K-6 (elementary education requirement)</p>	<p>Readings and speakers explore how to reach the needs of a diversity of learners. Students read, <i>These Little Hands</i>, a chapter from Teaching Tolerance’s book, <i>Starting Small</i>. In this chapter, a Kindergarten teacher explains the rationale and the practical steps in the development of a unit for her kindergartners to learn about people with different physical disabilities. In the theme immersion book, Manning, Manning, and Long provide a very practical guide for developing and implementing theme immersion units. Part of their rationale for the use of the “theme immersion” design is for its effectiveness and success in reaching all kinds of learners. Mandy Carter, Program Director for the Center for Diversity in Education, is a class speaker for the class. Mandy demonstrates how to effectively teach children about other cultures in social studies without resorting to a superficial coverage of holidays and celebrations from other cultures. Students read from the book, <i>Teaching Science for All Children</i> by Martin, Sexton and Gerlvich. The authors explore ways to reach all children in the teaching of science and explore how cultural and gender bias has had a negative effect historically in the teaching and learning of science.</p> <p>Activities require students to consider the needs of diverse learners. As part of the course requirements, students develop both a small-group and individually created Integrated Curriculum unit. These units are assessed on a variety of measures including whether there is a plan for reaching diverse learners and whether this plan is effective in its scope and focus.</p>

Table DL.2 Skills for Working With Diverse Learners: The Fieldwork Sequence

Fieldwork course or component	How this fieldwork encourages candidates to acquire skills that will underpin these fundamental attitudes toward learners:
EDU 215 Classroom Observations K-12	<p>Respect for individuals and sensitivity for differences Recognition of personal experiences and biases and the impact these may have on expectations and beliefs about teaching and learning Understanding, especially from the perspective of a classroom teacher, of how an individual’s home life, sexual preferences, religious practices, and other important differences will impact his or her experiences in a classroom – and the critical need for each human being to feel he or she belongs and is accepted.</p> <p>The course spans the semester in order to give ample time for observing and, within limits, participating in local schools--public and private, traditional and alternative. Students are introduced to the world of educational research and the many perspectives available for understanding diverse students, teachers, and schools. Students reflect on evidence of diversity they witness in field observations, including critiquing one another’s perspectives on what diversity “looks like” during a brief observation visit. They consider how such assumptions about diversity can reveal their own biases and prejudices about learning and learners.</p>
EDU 305 Educational Psychology PILOT PROGRAM FALL 2006	<p>In this course, students consider psychological principles and research findings as they apply to teaching and learning. Particular emphasis is placed on the application of research-based practices as they can be observed and used in a variety of learning situations. Mid-term and Final Exams ask students to apply knowledge gained in Educational Psychology to answer “real-world” questions about diverse learners and learning situations. An in-class journal is used throughout the semester. Students are asked to respond, each class period, to a question related to the current topic in educational psychology. The journal allows the student to pose questions about what they are learning and to consider how to best meet the needs of learners through application of theory. The fieldwork observation site (one site visited repeatedly over the course of the semester) includes diverse students and faculty.</p>
EDU 335 Literacy Fieldwork K-6	<p>Elementary Education Students independently travel to and work with an assigned local teacher during literacy instruction for the duration of the semester. Reflections and analysis of site visits includes specific questions on diverse learners. This fieldwork course is designed to accompany EDU 321 Reading/Language Arts Curriculum.</p>
EDU 435 Curriculum Fieldwork K-12	<p>Students independently travel to and work with assigned local teacher (K-6, or 9-12) for the duration of the semester. Students will work closely with the host teacher in order to understand and participate in curriculum design and, as appropriate, instruction. Reflections and analysis of site visits includes specific questions on diverse learners, and curriculum design that differentiates instruction to meet their needs.</p>

Skills for Working With Diverse Learners: The Fieldwork Sequence, continued

EDU 420 Student Teaching in the K-6 School 16cr	<p>Teaming with a college representative and at least one public school teacher, each student teacher experiences the full range of activities, including developing and implementing lesson and unit plans, maintaining a good learning environment, evaluating student work, and keeping accurate records of progress. Evaluation of student teacher includes Envelope #1, where they must demonstrate passion for, and commitment to, diverse learners and their learning</p> <ul style="list-style-type: none">• The student teacher demonstrated caring and concern for the students in his/her charge.• The student teacher used knowledge of his/her students in order to create appropriate learning activities and experiences for students.• The student teacher worked to understand students, parents, and the community through participation in the school and beyond.• The student teacher successfully built on theoretical understandings of human development through practical teaching experiences.
--	---

Professional Dispositions Toward Diverse Learners: Program Values

The teacher education program at Warren Wilson College values professional dispositions in our colleagues, and models and promotes these dispositions to all candidates. The faculty strives to demonstrate what it means to be reflective and innovative teachers, serving in communities with head, heart, and hands. The Warren Wilson College Teacher Education Program values these professional dispositions toward teaching and learning. Faculty and candidates all strive to demonstrate their understanding of these dispositions through practice.

Professional Dispositions explicitly state our expectations for candidates:

Attitudes toward Learners

- a. Respectful consideration of individuals
 - i. Protecting confidentiality
 - ii. Maintaining professional discretion in the College community and classrooms and in their field placement schools and classrooms
- b. Sensitivity and respect for differences
 - i. Physical
 - ii. Cognitive
 - iii. Linguistic
 - iv. Socio-cultural
- c. Recognition of personal experiences and biases and the impact these may have on expectations and beliefs about teaching and learning

Understanding, especially from the perspective of a classroom teacher, of how an individual's home life, sexual preferences, religious practices, and other important differences will impact his or her experiences in a classroom – and the critical need for each human being to feel he or she belongs and is accepted.

ELEMENT 2: THE HIGHER EDUCATION AND P-12 FACULTY WITH WHOM CANDIDATES INTERACT REFLECT ETHNIC, RACIAL, AND GENDER DIVERSITY.

Part of practicing these dispositions toward learning, learners, and the profession means that the Program works to assure that, to the extent possible, these candidate experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

In April 2006 for instance, the unit sponsored (by obtaining special funding through the College's Fussler fund) (D46) a workshop by two consultants from the Raising Achievement and Closing the Gap office of the North Carolina Department of Public Instruction. The Fussler Fund proposal had been to support Warren Wilson College's Teacher Education Program in providing a workshop on *Expanding Cultural Competencies* for our students, for other pre-service teachers at local colleges and universities, and for new teachers (less than three years' experience). Fussler funds supported advertising (a mail-out to local schools and teacher education programs), refreshments and lunch, and a "thank you" gift card for the teacher presenters recruited by Alida Woods, the principal at Isaac Dickson. The workshop leaders were provided by the "Raising Achievement and Closing Gaps" consultancy division of the NC Department of Public Instruction, Kenneth Babineaux and Yvonne Perry. Their extensive PowerPoint handout is available in the Documents Room (D46).

The focus was on dialogue and sharing expertise across schools and teacher education programs. The opening session included a racially and ethnically diverse panel of teachers, assistants, and other support staff from Isaac Dickson Elementary, offering their perspectives on the challenges and opportunities represented by the diversity in our community.

The invitation was circulated electronically and on paper to local teacher education programs (Montreat, Mars Hill, Brevard, UNC-A), the coordinators for teacher recruitment and support in Asheville City and Buncombe County Schools, and local administrators (including at the charter schools). The unit had planned on a group of 40 participants, and so we were disappointed with having only 29. Nonetheless the Education Department felt we made a very good start in promoting cross-institutional discussions of teacher education, public education, and diversity challenges.

Participants included

- Current WWC student teachers and future student teachers
- Faculty from Brevard College as well as WWC
- Teachers, Teacher Assistants, and Family-outreach coordinators from the Asheville City Schools (especially our partner in planning, Isaac Dickson Elementary School, which provided an excellent panel of speakers to start things off)
- Presenters from the North Carolina Department of Public Instruction (NCDPI)

For next year, we will begin earlier with collaborative planning for the date among the area teacher education programs. The representatives from NCDPI were impressed with the depth of the discussion and are eager to do some follow-up activities. The teachers and staff from Isaac Dickson are also eager to continue the collaboration.

The purpose of the meeting/workshop was not only the important content but also a chance for networking and story-sharing among future teachers and new teachers. As the Education Department had hoped, the Saturday workshop was a chance for learning and also a chance to get to know others new to the profession.

Table DL.3 Overviews anonymous workshop evaluations by participants included many positive comments as well as some helpful suggestions. These included:

Table DL.3 Commentary on Fussler Fund Workshop

The most useful part of this professional development was...
...the stories and experiences shared
...discussing diversity and defining it clearly
...the focus on Ruby Payne's work was useful
...group interactions
...having an opportunity to understand what DPI is doing to assist with the need to diversify education; getting perspectives from people in other regions
...learning about how we view class
...the opening remarks by Dickson teachers
...the conversations with other educators
...networking
Suggestions included...
...the need for follow-up, to build upon this experience
...the need for trainings about gangs
...I would like to continue and work on <u>resolving</u> some of the issues we brought up
...what can we do for high school students (much of our discussion focused on elementary children)
...come more often!

ELEMENT 4. CANDIDATES REFLECT ETHNIC, RACIAL, AND GENDER DIVERSITY.

Warren Wilson College has 823 (FTE Undergraduates): 90% live on campus. They come from 45 states and 16 countries. Seventeen percent are from North Carolina. Table DL.4 provides the ethnic/race background of 2005 incoming undergraduate students. The College does not track race or ethnicity except by student self-report.

Table DL.4. New Student Enrollments - Unaudited Report On Students Of Color WWC
ADMISSION REPORT 2005 (This is self-reported by the student in an optional portion
on the application. Includes F, T, Readmit)

Ethnic	2005 INQ	2005 APP	2005 ACC	2005 Enr	2004 Enr	2003 Enr	2002 Enr	2001 Enr	2000 Enr	1999 Enr	1998 Enr	1997 Enr
African/Am.	100	37	15	3	10	1	1	5	3	2	1	2
Hispanic	34	20	10	5	4	5	6	6	3	7	4	4
Mexi/Am.	5											
Native/Am.	11	6	3	1	2	2	1	1	1	4	1	3
Asian	29	13	8	2	3	2	3	2	0	0	0	1
Other	34	24	20	5	2	12	2	5	6	8	5	4
Sub Total	213	100	56	16	21	22	13	19	13	21	10	14
International	326	41	19	7	11	10	12	15	14	14	16	11
Total	539	141	75	23	32	32	25	34	27	35	27	25

Teacher Education Program participants in the past five years have included African, African-American, Latino, mixed race, and Asian, and Japanese students. Two of the seventeen 2005-2006 graduates were a Latina woman and another woman who identified herself as mixed race.

Warren Wilson Worldwide Program and International Students

Since 2000, Warren Wilson College teacher candidates have traveled and studied in Ireland, Costa Rica, Scotland, India, Thailand, Vietnam, China, Greece, Chile, Russia, and Belize through the Warren Wilson WorldWide program. Education-specific trips including study and service in schools have traveled to Scotland, England, and the Netherlands.

From 1998 to 2005, 603 students had participated in WorldWide courses; 82 had completed study abroad programs. This represents approximately 80% of the eligible student body (D50).

ELEMENT 5. CANDIDATES INTERACT AND WORK WITH CANDIDATES/PEERS FROM DIVERSE ETHNIC, RACIAL, GENDER, AND SOCIOECONOMIC GROUPS ON CAMPUS AND SCHOOLS.

Warren Wilson College candidates work with an increasingly diverse faculty at Warren Wilson College (D48). The College's new President has made further diversity a College priority, as evidenced in strategic planning (D49).

The College's Strategic Goal Re: Diversity

Goal 5. Develop a community-wide definition for “diversity” and the strategies appropriate to enroll a diverse population.

Area of Responsibility: Dean of Admission; Diversity Committee

Strategic Outcomes

1. President will convene a committee to work on issues of diversity on campus and propose recommendations.
2. An ongoing Diversity Task Force will be created consisting of individuals whose job responsibilities address elements of diversity on campus, augmented by staff and student representation.
3. Using the references to diversity found in the College mission statement, the Diversity Task Force will be charged with developing outcomes that address the College mission.
4. The Diversity Task Force will be charged with developing a working definition of diversity at Warren Wilson College.
5. The Diversity Task Force will be charged with bringing energy, synchronicity, and shared funding for educational, service, and social opportunities on campus.
6. Students will have opportunities to examine diversity issues through their coursework.
7. Faculty and staff will have opportunities to attend workshops and training sessions regarding diversity issues.

More specific action planning details were provided by VPAA Casey at the Faculty Retreat August 2006: In his setting forth of goals for the new year, he included:

Goal 5: Provide for greater racial and ethnic diversity in the faculty.

Objectives:

Place special emphasis on recruiting well qualified minority candidates for the full-time faculty positions available in 2006-07, especially Black and American Indian candidates.

Explore the possibility of a program for identifying promising minority scholars and providing support for completion of their Ph.D. as members of the Warren Wilson College faculty.

In terms of local schools with which our candidates interact, there are two school districts, the small and urban Asheville City Schools, and the larger, more rural Buncombe County schools with which the Teacher Education Program regularly partners. In addition there are several charter, private, experimental, and parochial schools with which we collaborate. The faculties in the public schools are not as diverse as the student populations. However, Table FEX.5 on page 108 shows that the faculties most of the schools where Warren Wilson candidates did student teaching were diverse.

ELEMENT 6: THE P-12 STUDENTS WITH WHOM CANDIDATES WORK IN CLINICAL EXPERIENCES REFLECT ETHNIC, RACIAL, GENDER, AND SOCIOECONOMIC DIVERSITY AND EXCEPTIONALITIES.

Warren Wilson College teacher education candidates complete their field experiences and student teaching in schools with diverse student populations. The new institutional tracking system will allow us to better track field placements and ensure diversity across the program experiences for each candidate. Table FEX.5 provides a profile of the schools utilized in fieldwork and student teaching placements.

All candidates have interactions with administrators, teachers, and students in the Mountain Area Child and Family Center. A model serving diverse children and families, the Mountain Area Child and Family Center has made a commitment to fundraising and community involvement in order to match the federal dollars of Early Head Start. This allows the Center to serve children where at least 50% of their families meet poverty guidelines. All teacher candidates have opportunities to learn from this high quality center: Elementary Education candidates complete course and fieldwork on site.

Additional projects in the Documents Room illustrate how the Teacher Education Program is infused with opportunities to understand and work with diverse learners. The “Don’t Laugh At Me” project with WD Williams Elementary School (D52) is one example.

Close cooperation with the Service-Learning Office of Warren Wilson College also enhances the unit’s opportunity to have its candidates work with diverse students and families. The Education Department joins with the Service Learning Office to support mentoring and especially academic tutoring for students throughout the school systems. For instance the Bonner Scholars Program funds College students who commit four years to providing direct community service as well as developing service opportunities for other students. These students are actively engaged 10-12 hours per week in tutoring and mentoring disadvantaged minority children. There are many extant Service-Learning Program projects and initiatives that the new Student Coalition for Action in Literacy Education (SCALE) (D53) project will build on.

Because Warren Wilson College has a long history of integrating academic and service-learning, we expect our greatest benefit from SCALE participation will come from the opportunity to network with other programs. We are particularly interested in support for collaborative action research on intersections between schools and their communities. The Teacher Education Program takes the challenges of “closing the gap” and other political initiatives very seriously: we know that future teachers need to understand students in their family and community contexts in order to support their success. We believe participation in SCALE’s North Carolina Student Teacher Network Initiative will enhance our ability to integrate service-learning with the Teacher Education Program, and we look forward to joining efforts across the state in this important endeavor.

ELEMENT 7: FIELD EXPERIENCES OR CLINICAL PRACTICE IN SETTINGS WITH EXCEPTIONAL POPULATIONS AND STUDENTS FROM DIFFERENT ETHNIC, RACIAL, GENDER, AND SOCIOECONOMIC GROUPS ARE DESIGNED FOR CANDIDATES TO DEVELOP AND PRACTICE THEIR KNOWLEDGE, SKILLS, AND DISPOSITIONS FOR WORKING WITH ALL STUDENTS.

Table FEX.5 briefly profiles all the local schools where Warren Wilson College Teacher Education Candidates have fieldwork experiences of a semester, and all schools that have been sites for Student Teaching placement. The Documents Room includes further profiles of schools, as well as information about additional sites utilized in the course of the Teacher Education Program (D35). All schools in our region have both females and males in all classes; thus gender diversity is a given. All school also serve exceptional children as indicated by the data for LEAs provided in Table FEX.5. IDEA guidelines also assure that children with exceptional learning needs are served in the general education classroom; thus Warren Wilson College candidates systematically serve exceptional learners.

Table FEX.5 Field Experience and Student Teaching Sites

Buncombe County Schools		2005-2006 ADM 25,439 3321 students in exceptional children programs		
Buncombe County Elementary Schools		638 teachers: 49Male, 589 Female 621 White, Black, 14 Other		
School	Demographics	Student Teaching Placements	Fieldwork Placements (semester)	
C. C. Bell Elementary School	Title I school Title I School-wide program 128 F/R Lunch	Asian 1 Black 21 Hispanic 20 White 253	4	9
Black Mountain Primary School	K-3 School Title I school 170 F/R Lunch	Asian 3 Black 43 Hispanic 8 White 379	3	5
Black Mountain Elementary School	4-5 School Title I school 95 F/R Lunch	Asian 3 Black 22 Hispanic 2 White 212	1	3
Emma Elementary	Title I School Title I School-Wide	American Indian/Alaskan 2 Asian 5	1	2

School	Program 323 F/R Lunch Migrant Students: 4	Black 81 Hispanic 84 White 292		
Fairview Elementary School	262 F/R Lunch	American Indian/Alaskan 3 Asian 6 Black 27 Hispanic 14 White 729	1	2
Haw Creek Elementary School	157 F/R Lunch	American Indian/Alaskan 0 Asian 12 Black 95 Hispanic 17 White 322	1	3
Oakley Elementary School	Title I School Title I School-Wide Program 296 F/R Lunch Migrant Students: 1	American Indian/Alaskan 3 Asian 2 Black 150 Hispanic 23 White 293	1	3
W. D. Williams Elem.	Title I School Title I School-Wide Program 266 F/R Lunch	American Indian/Alaskan 3 Asian 3 Black 53 Hispanic 40 White 447	2	4

Asheville City Schools		2005-2006 ADM 3815 ADM 470 students in exceptional children programs		
Asheville City Elementary Schools		108 Teachers 11 Male 97 Female 92 White 14 Black 2 Other	5	10
Isaac Dickson Elementary School	Title I School Title I School-Wide Program 130 F/R Lunch	American Indian/Alaskan 1 Asian 8 Black 113 Hispanic 7 White 234	4	8
Claxton Elementary School ACS	Title I School Title I School-Wide Program 174 F/R Lunch	American Indian/Alaskan 0 Asian 3 Black 161 Hispanic 17 White 213	0	1
I. B. Jones Elementary School ACS	Title I School Title I School-Wide Program 211 F/R Lunch	American Indian/Alaskan 1 Asian 3 Black 208 Hispanic 8 White 150	1	1
Charter Schools				
ArtSpace Community	K-7 Charter 200 students 47 Exceptional Children	American Indian/Alaskan 1 Asian 3 Black 9	2	8

Charter School		Hispanic 2 White 195		
Francine Delany New School for Children	K-8 Charter 143 students F/R Lunch 57 20 Exceptional Children	American Indian/Alaskan 0 Asian 6 Black 35 Hispanic 6 White 96	3	8
Evergreen Community Charter School	K-8 Charter 346 Students 68 Exceptional Children	American Indian/Alaskan 5 Asian 4 Black 33 Hispanic 8 White 296	2	8

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

STANDARD 5A: FACULTY ASSIGNMENT

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered: e.g. undergraduate, master's, doctorate.

ELEMENT 1. THERE IS EVIDENCE THAT FACULTY HAVE THE APPROPRIATE ACADEMIC PREPARATION FOR THEIR ASSIGNMENTS.

Qualifications of Faculty in the Teacher Education Program

Clinical faculty at Warren Wilson College are the full-time Education department faculty. No adjunct faculty are utilized.

Education Department faculty collaborate on field placements for students, provide supervision for candidates, and provide assessment of candidates' performance. Warren Wilson College's faculty have, or have pending, appropriate licensure and all have PreK-12 school experience.

Full files of faculty activity and qualification are available in the Documents Room.

ELEMENT 2: THERE IS ONE APPROPRIATELY SPECIALIZED FACULTY MEMBER, FULL-TIME TO THE INSTITUTION, WHO IS RESPONSIBLE FOR COORDINATING THE PROGRAM.

ELEMENT 3. THE PROGRAM COORDINATOR TEACHES IN THE PROGRAM AND PROVIDES LEADERSHIP FOR AND OVERSIGHT OF THE PROGRAM.

The Education Department is responsible for coordinating, monitoring, assessing, and improving all educational programs offered for the initial preparation of teachers. The administrative head of the Education Department is Dr. Laura Turchi, Department Chair and Chair of the Teacher Education Committee. She is responsible for coordinating procedures within the Education Department. She teaches multiple classes within the program and supervises student teachers.

ELEMENT 5. FACULTY USE A VARIETY OF INSTRUCTIONAL STRATEGIES, INCLUDING TECHNOLOGY, TO MEET THE NEEDS OF ALL LEARNERS. TEACHING REFLECTS THE PROGRAM'S CONCEPTUAL FRAMEWORK AND CURRENT RESEARCH, THEORIES, AND DEVELOPMENTS IN THEIR FIELDS AND IN PEDAGOGY.

Warren Wilson College's professional education faculty models best professional practices in teaching. The faculty uses a variety of instructional strategies that reflect an understanding of different learning styles. They integrate considerations diversity and technology throughout their own teaching. The following are some of the teaching practices used in the Education Department (as evidenced by the course audits):

- Text choices that utilize textbooks as resources and move to primary sources as often as possible
- Collaborative group projects, presentations, and processes for learning
- Use of variety in teaching strategies, responsive to different learning styles, including: appropriate films, web-based projects, large- and small- group discussion activities, student presentations, field trips, and guest speakers
- Problem based learning-seeking solutions to real world problems, such as proposals for improving school-community partnerships
- Significant use of faculty/student contact outside the classroom
- Integration of technology in the curriculum, including use of LCD projection, PowerPoint, and other visual presentations, and utilization of textbooks with accompanying CD materials
- Extensive writing-to-learn activities, as well as formal writing requirements for analysis and research
- Use of technology for ongoing communications, including email, on-line journals and observation dialogues, and websites
- Use of simulated lessons and micro/practice teaching opportunities with peers
- Provision of accommodations for candidates with exceptional learning needs

ELEMENT 6. FACULTY DEMONSTRATE SCHOLARLY WORK IN THEIR FIELDS OF SPECIALIZATION APPROPRIATE TO THE MISSION OF THEIR INSTITUTION AND THEIR ROLES/ASSIGNMENTS.

Faculty profiles in the documents room indicate the scholarly work carried out by members of the education Department. Faculty enroll in graduate classes, make presentations locally and at state and national conferences , travel internationally as part of study and teaching grants, and serve on statewide committees and study groups. Their activities clearly fit the institutional emphasis that puts teaching at the center of their faculty responsibilities.

ELEMENT 7. CONTENT PEDAGOGY AND PROFESSIONAL EDUCATION FACULTY COLLABORATE WITH COLLEAGUES IN THE DISCIPLINES AND PROVIDE SERVICE TO THE COLLEGE OR UNIVERSITY.

Within the institution Education Department members meet on a monthly basis with representatives from all the departments within the College who are involved with the preparation of teachers. This monthly meeting of the Teacher Education Committee also provides a coordinating and oversight function for the Teacher Education Program. As demonstrated by faculty profiles available in the Documents Room, faculty in the Education Department serve on numerous campus committees, including student life and Instructional technology. They participate in the shared governance of the college participating regularly in Faculty Body and Staff Forum meetings, and they serve on related committees.

ELEMENT 8. CONTENT PEDAGOGY AND PROFESSIONAL EDUCATION FACULTY ARE ACTIVELY INVOLVED WITH THE PROFESSIONAL WORLD OF PRACTICE IN P-12 SCHOOLS. THEY REGULARLY AND SYSTEMATICALLY COLLABORATE WITH COLLEAGUES IN P-12 SETTINGS.

Warren Wilson College's professional education faculty collaborate with colleagues regularly and systematically in K-12 settings to provide field experiences and student teaching placements. In addition they serve on school committees and charter boards, they help write grants, they serve on grants evaluation committees, they work on conference planning and other professional development initiatives. There is a yearly external evaluation of this involvement by the North Carolina State Board of Education, reported in the IHE Performance Reports and the reports of the State Evaluation Committee (D20).

ELEMENT 9. CONTENT PEDAGOGY AND PROFESSIONAL EDUCATION FACULTY PROVIDE EDUCATION-RELATED SERVICES AT THE LOCAL, STATE, NATIONAL, OR INTERNATIONAL LEVELS AND COLLABORATE REGULARLY WITH MEMBERS OF THE BROADER PROFESSIONAL COMMUNITY.

Warren Wilson College's teacher education professionals collaborate regularly and systematically with colleagues in P-12 settings, faculty in other departments, faculty in other higher education settings, and with members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

Warren Wilson College's teacher education faculty collaborate with P-12 colleagues as they serve on the boards and committees, and as they provide volunteer services in the schools. Evidence of this work is included in the faculty profiles available in the Documents Room.

Warren Wilson College's teacher education faculty collaborate regularly with colleagues in the broader professional education community as they serve on boards and committees that address the needs of the educational community in general and the challenges of teacher education specifically. See especially the activity of the faculty listed under services in the community under Element 4. The ARTTA project (D47), the Raising Achievement and Closing the Gap project (D46), and the new SCALE project (D53) are all good examples of faculty collaboration. Additional examples includes unit participation in the LEA/IHE partnership projects of the Western Regional Educational Service Area including providing support for Praxis II test takers, collaboration in supporting new teachers, and a new project for recruiting and retaining teachers (54).

ELEMENT 10. SYSTEMATIC AND COMPREHENSIVE EVALUATIONS OF FACULTY PERFORMANCE ARE CONDUCTED.

ELEMENT 11. FACULTY ASSESS THEIR OWN EFFECTIVENESS AS RELATED TO CANDIDATE PERFORMANCE.

ELEMENT 12. EVALUATIONS ARE USED TO INFORM TEACHING, SCHOLARSHIP, AND SERVICE OF FACULTY.

Warren Wilson College does not use the tenure system (see GOVERNANCE section in Standard 6 for further elaboration); instead, there is a shared governance model that includes extensive course evaluation, self-evaluation, and periodic review process. Full time faculty are required to submit a Faculty Annual Report and Self-evaluation. (D43). In it, faculty review the summary of the student evaluations for every course offered during the past year and pertinent student comments and compare these to their own evaluation of each course. Where a deficiency is detected, some plan for remediation is expected. Faculty are also expected to evaluate their teaching success in general and the results of their development efforts, and to review their other contributions to the mission of the College. These self-evaluations have been regularly reviewed by the Vice-President for Academic Affairs, who then discusses the self-evaluation with the faculty member at intervals determined by the length of the faculty member's contract. The self-evaluations and VPAA written review of them are an important part of the periodic extended contract review conducted for each faculty member during the 4th year of service, during the 6th year of service, and every 7 years thereafter. The first of these reviews also involves assessment of the performance of the candidate for extended contract by the department/program chair; an institutional colleague; in the case of department/program chairs and many others, an external faculty reviewer; and the faculty

Committee on Extended Contracts. Extended contract reviews in the 6th year of service and every 7 years thereafter include assessment of the performance of the candidate for extended contract by the department/program chair or (in the case of a department or program chair) an institutional colleague, frequently by an external peer evaluator, and always by the faculty Committee on Extended Contracts. (D55).

ELEMENT 13. PROFESSIONAL DEVELOPMENT OPPORTUNITIES ARE PROVIDED FOR FACULTY.

Warren Wilson College belongs to the Appalachian College Association, through which faculty members may apply for additional funding to support professional travel and attendance at professional meetings, summer research, and sabbatical leaves. A full listing of the activities of each faculty member is contained in individual Faculty Annual Reports and Self-Evaluations, on file in the Office of Academic Affairs.

Currency in one's academic field, which is provided by professional development activities, is one of the criteria for annual and periodic faculty evaluation by the Vice President for Academic Affairs, the Committee on Extended Contracts, and the Trustee Education Committee.

The College supports the professional development of the Teacher Education faculty by providing financial support. Approximately \$1000 per full-time faculty member is available through the "Mellon Faculty Development Fund" to support membership attendance at professional meetings and conferences (D56). One of the charges of the new Director of Institutional Research and Educational Assessment is to create a more systematic process for tracking faculty professional development. The Education Department Chair serves on the Faculty Body Committee for Sabbaticals and Professional Development.

Important professional development activities for the Education Faculty of the last five years include

- One faculty member completed her doctorate before going on permanent medical leave. The replacement faculty person is being supported in her pursuit of an Ed.D (see faculty file).
- The Education Department Chair was awarded a sabbatical in 2004-2005 and was a Fulbright Senior Scholar in Norway during that year (see faculty file)
- The ARTTA project – The Appalachian Regional Teacher Technology Alliance was a Federally funded (PT3) collaboration among Western Carolina University, Appalachian State University, The University of North Carolina at Asheville, and Warren Wilson College. ARTTA included funds for technology, training, and professional development events with faculty, local K-12 teachers, and student teachers from all four institutions for three summers (D47).
- Assessment workshop at Lenoir-Rhyne College (D68)
- "Don't Laugh at Me" Anti-bullying workshop with children's author David Seskin and the Center for Diversity (D52)

- Raising Achievement and Closing the Gap conference and workshop (D46)
- WWWorldWide (D50) and Berger Foundation Study Tour Grant (D69)
- Salzburg International Seminar (D70)
- SCALE participation will come with an opportunity to network with other programs. We are particularly interested in support for collaborative action research on intersections between schools and their communities (D53).

ELEMENT 14. POLICIES AND PRACTICES ENSURE THAT THE USE OF ADJUNCT FACULTY DOES NOT DETRACT FROM THE QUALITY OF THE PROGRAM.

There are no adjunct faculty in the Education Department.

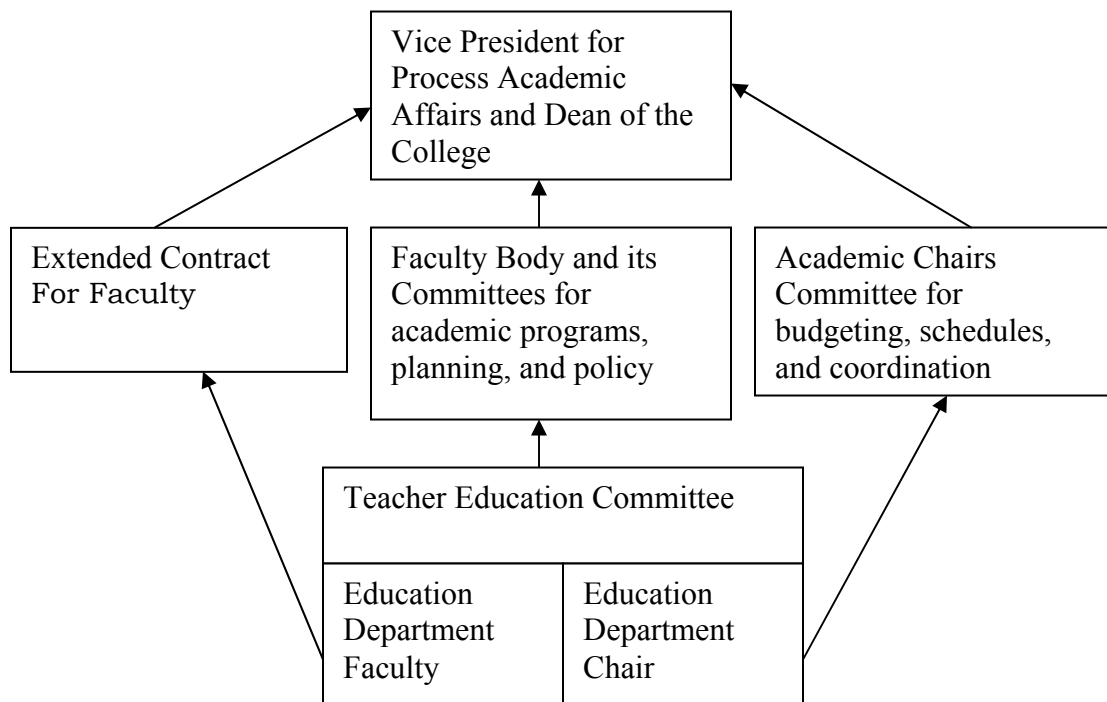
STANDARD 6: UNIT GOVERNANCE AND RESOURCES

The Program has the leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

ELEMENT 1. THERE IS CLEAR LEADERSHIP AND OVERSIGHT OF THE PROGRAM.

The Education Department is responsible for coordinating, monitoring, assessing, and improving all educational programs offered for the initial preparation of teachers. The Unit is governed by the Teacher Education Committee. The administrative head of the Education Department is Dr. Laura Turchi, Department Chair and Chair of the Teacher Education Committee. She is responsible for coordinating procedures within the Education Department. She has responsibilities in the process of evaluation of the Department’s faculty; thus, she is responsible for the quality of program implementation.

While the Education Department has primary administrative responsibility for managing and coordinating all programs offered for initial preparation, the Teacher Education Program at Warren Wilson College is governed in policy and procedure by the Teacher Education Committee. The Education Department develops and recommends regulations governing the admissions, selection and retention of students in the program to the Teacher Education Committee. The Teacher Education Committee helps to evaluate the education curriculum and approves changes as necessary to keep programs consistent with the latest guidelines governing teacher licensure. The Teacher Education Committee members serve as liaisons between the Education Department and the other departments supporting the preparation of teachers for licensure.



Membership on the Teacher Education Committee includes the following:

- All faculty in the Education Department
- One faculty member representing each area of teacher licensure
- A representative of the Martha Ellison Library
- Faculty representing ODL and PSYCH
- One or more student representatives as nominated by the Education Department and/or nominated by Student Caucus.

The Education Department recommends curriculum and policy changes to the Teacher Education Committee to assure the Program continually reflects the Warren Wilson College Conceptual Framework, the College mission, and North Carolina and professional standards and regulations. The Education Department also assures that the policies and procedures approved by the Teacher Education Committee are implemented

Student teachers report monthly to the Teacher Education Committee (D7). K-12 faculty and administrators meet with the Teacher Education Committee at least yearly through convening the Advisory Board. This committee serves to coordinate Education Department activities across the College calendar, and all decisions regarding policies and process are approved by this body, including monitoring individual candidate progress and ensuring individual preparation for the culminating student teaching assignment.

Decisions about allocation of resources for unit activities are the responsibility of the Department Chairperson with regular input from the Education Department (D57). The process for determining budgetary priorities is clear. The Education Department meets annually in order to strategically and collaboratively plan purchases for the Learning Resource Center. The Education Department meets annually (D8) with one or more Library faculty to discuss purchasing strategies and coordinate acquisitions. The Education Department works actively with College Development and other grant writing collaborations to enhance resources. Some funds are made available separately by the Academic Affairs Office; for example, honoraria for cooperating teachers. The Chairperson of the Education Department carries out the administrative responsibilities of the unit, including serving as Licensure Officer, and as a result has a reduced credit-hour load.

The Chair of the Education Department convenes the Teacher Education Committee at the beginning of each academic year, and thereafter the TEC meets monthly. The Teacher Education Committee reports its work to the Faculty Body's Committee on Policies and Planning (D59) in order to enhance communication about curriculum changes and other initiatives. This is a new governance structure for the College, and is primarily intended to enhance information sharing and program coordination. The Education Department Chair also serves in the Chairs Committee, which assists the VPAA in operations decisions regarding budgets and scheduling.

The recent formation of the Faculty Body, and creation of a set of sub-committees for it, were chosen as the first steps in restructuring academic decision making that is still in process in the College. Standing Committees of the Faculty Body are responsible for developing initial academic policy proposals for consideration by the Faculty Body and monitoring implementation of existing academic policies. Committees are expected to report on their activities during Faculty Body meetings and to regularly publish the minutes of their meetings and the agenda of future meetings. Committees are expected to communicate directly with one another and, when appropriate, to meet jointly to discuss matters of mutual concern.

Chairs Committee. In order to facilitate coordination of policy implementation and procedures, the chairs of academic departments and programs or their designated representatives meets with the Vice-President for Academic Affairs. The agenda for and frequency of these meetings is determined by the Vice-President for Academic Affairs in consultation with the members of the Chairs Committee. Curricular changes within existing majors, minors or programs; courses to be added to or dropped from the curriculum; and annual budget and technology requests, as proposed by faculty in academic departments and programs, are reviewed by this committee.

Responsibility for program coordination, curriculum development, and curriculum review in every undergraduate department or program offering a major is assigned to the department or program chair. The responsibilities of academic program and department chairs are described (D60) in the Documents Room.

ELEMENT 2. THERE IS AN ADEQUATE NUMBER OF FACULTY FOR THE PROGRAM.

The Education Department faculty has experienced some upheaval since the last review. However, review of department minutes and related documents for fieldwork, etc., makes for a reassurance that the unit continued to recruit students and support candidates despite the unexpected opportunities and some adversity. Challenges included:

College and Appalachian College Association funding allowed one member of the Education Department to have a year's sabbatical for completing her Ed. D. degree. Replacement faculty were experienced K-12 teachers, and one chose at the last minute to return to public school teaching.

The College enabled the Education Department Chair to teach part-time as a volunteer at a local high school during the fall semester of 2003. She taught two sections of Standard English IV.

The combined circumstances of the closing of the Early Learning Center (a small on-campus Head Start classroom), the opening of the Mountain Area Child and Family Center, and the retirement of Betty Siviter, who moved into the position of MACFC liaison, led for a College decision that her retirement/ replacement position would not be

full time. As a result, early planning regarding the fieldwork sequence was reconsidered, and ultimately the College agreed to a half-time Liaison position.

In preparation for the SACS re-affirmation process, with its emphasis on the First Year Experience, the Education Department was informed that it must begin to regularly offer a First Year Seminar. This four-credit requirement also impacted the distribution of courses and advisees that was possible in the unit. At the same time, in offering a popular FYS “Information Matters: Media, Advertising, and Public Relations in American Culture” the Education Department Chair has been able to expand her own interests and expertise and has found a new opportunity for recruiting to the Teacher Education Program.

In 2003 one adjunct need intensive support, proved to be inadequate to the task of teaching Educational Psychology, and a faculty member had to step in to complete the course.

In 2004-2005, during the sabbatical year of the Education Chair, the acting Chair became seriously ill and ultimately went on permanent medical leave. The remaining single full-time member took over as Chair and, with additional help, mentored replacement faculty and enabled the unit to maintain.

The unit discovered that its internship policy stretched supervision too thin, and agreed to limit the internship option for completion (without licensure) of the elementary education program to emergency cases.

ELEMENT 3. THERE IS AN ADEQUATE NUMBER OF NON-FACULTY PERSONNEL (INCLUDING GRADUATE ASSISTANTS, IF ANY) TO SUPPORT THE PROGRAM.

The Teacher Education Unit has a half-time administrative assistant assigned to the Education Department. It is noteworthy that no other department or program in the College has a similar position. In addition, student workers are assigned to the School of Education office for 45 hours per week for clerical support and building cleaning.

ELEMENT 4. THE PROGRAM FACILITIES (INCLUDING OFFICE AND MEETING SPACE) ARE ADEQUATE AND APPROPRIATE TO SUPPORT THE PROGRAM AND FACILITATE THE PREPARATION OF CANDIDATES.

Warren Wilson College facilities provide adequate, although not ideal, facilities to implement the Teacher Education Program. Carson Hall is the longtime home of the department. All faculty members have private offices.

The Learning Resource Center was moved into remodeled dedicated space in the summer of 2006. It houses a limited collection of textbooks and many useful instructional materials, as well as a children and adolescent’s literature collection.

All faculty have assigned either a laptop or desktop computer with fast and reliable Internet connections on campus. There are also wireless options at several points on campus.

ELEMENT 5. THERE ARE ADEQUATE INSTRUCTIONAL RESOURCES (INCLUDING LIBRARY RESOURCES AND CURRICULAR MATERIALS) TO SUPPORT THE PROGRAM.

The Learning Resource Center budget is noteworthy. A database of all texts and materials purchased for this resource area is available in the Documents Room (D65). The department has had approximately \$2000-2500/year for subscriptions, books, and periodicals for our own collection. Access to the Peterson/Anderson fund has supplemented our purchasing power during the renovations during the summer of 2006.

The Martha Ellison Library and Pew Learning Center allots funds each year to the Education Department for the purchase of books. An extended discussion of library resources is provided further on in this report. A database of all purchases by the EDU department is available in the Documents Room (D66).

BDGT.2 Library Allocations

YEAR	Amount Budgeted	Amount Spent	balance
05-06	2089	2241	-152
04-05	2050	2157	-107
03-04	2050	1773	277
02-03	2050	1870	180
01-02	1912	1233	679

ELEMENT 6. TECHNOLOGY RESOURCES ARE CURRENT AND APPROPRIATE TO SUPPORT THE PROGRAM.

Technological Resources

The unit enjoys its own collection of equipment, including powerful computers configured for digital picture and film editing, digital video and still cameras, and three laptop computers that are available for student teacher as well as faculty use. The unit has a fourth laptop connected to a LCD projector, and frequently utilizes a recently installed “smart” classroom. Most of this equipment, and the unit’s commitment to technology integration, was the result of participation in the three-year ARTTA project – The Appalachian Regional Teacher Technology Alliance (D47). The Education Department participates in the College’s “technology wishlist” process (D67), and the Chair serves on the Instructional Technology Committee. Recent needs assessment work of that committee has concluded that there is reasonable funding for and access for technology equipment, but that the College needs more of a commitment to personnel support for technology utilization, especially in classes.

The College has achieved full connectivity to the Warren Wilson College intranet and the Internet across the campus. Most buildings are connected to each other using a 100 megabyte fiber optic backbone. Where fiber optic is not practical we have used wireless technology.

The campus has seven computer labs totaling over 100 computers available to the students. The Bannerman Technology Center lab is open to students an average of 15 hours a day, while the others can be booked for classes as well as student use. For now and the immediate future the push is on for increased multimedia capabilities and wireless access. Our eight projection facilities and five portable projector carts are in constant demand. One new multimedia classroom was added in 2005-6 and one was added this past summer in Carson, the home of the Education Department. Bandwidth usage continues to rise as more classes involve multimedia.

ELEMENT 7. THERE IS ADEQUATE FISCAL SUPPORT FOR OPERATING THE PROGRAM.

Warren Wilson College operates on a conservative tuition-based budget, but the Teacher Education unit receives sufficient budget allocations to permit good quality in implementation of the Teacher Education Program.

The funds provided to the Department of Education for current, non-personnel expenses such as materials, printing, supplies, and professional memberships are shown in Table BDGT.2.

EDU Budget items	2003-2004	2004-2005
<u>Postage 6010</u>		
Budget	350	361
Spent	500.95	400.05
Balance	-150.95	-39.05
<u>Subscriptions, books, and periodicals 6050</u>		
Budget		
Spent	2500	2575
Balance	+1868.99	-350.95
<u>Administrative travel 6152</u>		
Budget		
Spent	850	875
Balance	563.26 +286.74	415.22 459.78

<u>Guest meals/ catering 6155</u>		
Budget		
Spent	250	258
Balance	485.91	631.79
	-235.91	-373.79
<u>Student Travel 6159</u>		
Budget	300	309
Spent	321.13	357.09
Balance	-21.13	-48.09
<u>Departmental supplies 6613</u>		
Budget		
Spent	1375	1416
Balance	1831.46	1904.75
	-456.26	-488.76

Professional development funding

Warren Wilson College has much evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. The college has an endowment for faculty development; earnings from the endowment fund faculty participation in professional meetings, research, and professional travel, and may be used to pay individual membership fees to appropriate professional associations. The endowment generates an average of \$1,000 in professional development funds per year per full-time faculty member (pro-rated for part-time positions, with the approval of the Vice President for Academic Affairs).

The Mellon Fund includes funds used for adjuncts and other professionals in sabbatical replacements as well as professional development support.

BDGT.3 Mellon Fund for Professional Development

Mellon Fund Expenditures by year	
2003-2004	\$134,219.66
2004-2005	\$119,826.60
2005-2006	\$103,536.53

Budget areas and resources accessed by the Education Department to support the Teacher Education Program include administrative travel, student travel for site visits (including motorpool), ANTC scholarship, MACFC award, Peterson/Anderson fund, honoraria for cooperating teachers paid by VPAA, NCATE workdays, ACA study tour funding, Fussler fund, ARTTA, wishlist process for technology (D67).

STANDARD 6A: WORKING CONDITIONS

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

ELEMENT 1. UNDERGRADUATE FACULTY TEACHING LOADS GENERALLY DO NOT EXCEED 12 HOURS PER SEMESTER; GRADUATE FACULTY TEACHING LOADS GENERALLY DO NOT EXCEED 9 HOURS PER SEMESTER.

Faculty Workload

Warren Wilson College workload policies allow faculty members to be effectively engaged in the teaching, scholarship, assessment, advisement, collaborative work with K-12 schools, and service. Education department faculty course loads are generally limited to 12 semester hours. The supervision of candidates in student teaching by fulltime faculty is counted toward load using the following formula:

Student teachers supervised	Load equivalent
1-2	2 credits
3-4	4 credits
5-6	6 credits

Warren Wilson College is currently re-evaluating and attempting to standardize its load policies. To date, the Education Department has been flexible with the load its faculty shouldered because of small class sizes. In general, the VPAA understands that there are Teacher Education Program courses that *must* be offered in order to keep candidates on track for graduation within four years. As a result, the Education Department's first priority is ensuring that candidates have access to the classes they need, even when that requires shared responsibilities for advising or supervision or other labor-intensive activities among the faculty. The expectation is that the next academic year will include further College-wide faculty discussions of load and class size minimums and maximums.

Table HR1. Course Loads of Fulltime Faculty during 2004-2005 and 2005-2006

Education Department Faculty Member	Course Load 2004-2005	Course Load 2005-2006
Lynne Firsell	24	24
Anne Jonas	Joined faculty in the spring of 2005 as emergency replacement	24
Laura Turchi	Sabbatical	16
Pat Tuttle	12	12

In the recent SACS self-study, the College described faculty loads in detail, particularly in accounting for the growth of the institution. While the size of the Warren Wilson College student body has increased from 522 in the fall of 1994 to 778 in the fall of 2003, average class size has remained rather constant, never exceeding 14 students. The percentage of classes under 20 students in size has also remained rather constant. These

figures are important, as they show that, in spite of a relatively rapid near doubling of the student body, Warren Wilson College has maintained an adequate number of faculty.

ELEMENT 2. WORK LOAD POLICIES AND PRACTICES ALLOW FACULTY TO BE EFFECTIVELY ENGAGED IN TEACHING, ADVISEMENT, SERVICE, SCHOLARSHIP, AND P-12 SCHOOLS.

Please see faculty profiles in the Documents Room for evidence of faculty engagement in teaching, advising, service, scholarship. For P-12 school involvement, evidence is further provided in the IHE Performance Reports (D20).

The Education Department faculty provides timely and thorough advising services for assigned advisees. Advisees are students who have declared education as a major and candidates who have been admitted to the Teacher Education Program. Advisee assignments are shared by all full-time School of Education faculty members. Advisors have access at all times to students' academic records through CampusWeb, a software program that manages course registration, grade reporting, and student transcripts.

Table HR.2 provides the number of advisees presently assigned to each Education Department faculty member.

Table HR.2 Advising Load of Fulltime Faculty Fall 2006

Education Department Faculty Member	Number of Advisees Fall 2006
Lynne Firsell	17
Anne Jonas	5
Laura Turchi	31 (includes FYS students)

Education Department faculty collaborate with other faculty in the unit for advising of potential and current candidates. Advising documents are created and shared to clarify the recommended sequence of courses and requirements for students interested in teacher education. First-year students and transfers are recruited and informed through "Academic Opportunities" sessions during Orientation Week, and advising appointments are widely available (D62). Potential elementary education majors and Secondary Licensure program candidates receive advising that includes the development of a 4-year course of study and other informational documents, including the Teacher Education Program Handbook (D63).