

**Summary of the Case (from the Inquiry Brief Proposal)
Brevard College**

Teacher Licensure Program¹

Audit Dates: October 28 – 31, 2007 and March 1-2, 2009

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and approval of the *Inquiry Brief Proposal*:

The *Inquiry Brief Proposal* was written by Patricia Clow, and was approved by the Brevard College Faculty on March 30, 2007.

Introduction:

Brevard College was formed in 1934 in a merger with the Brevard Institute of two Methodist colleges (Rutherford and Weaver) whose roots go back to 1853. The new college adopted a mission to serve the men and women in the mountains of western North Carolina and to give them “*not a mere living, but a life.*” Brevard offers an inclusive Christian orientation, welcomes students from all religious traditions anywhere in the world, and enrolls approximately 680 students who are served by a faculty of 57.

The teacher education program, launched in 2002, has two full-time faculty members and an additional eleven faculty members from elsewhere in the college. There were 35 students in the program in 2006-07 and ten have completed the program (which has nine options: English, Social Studies, Theater, Physical Education, Science, Elementary Education, Music and Art). The program has adopted a *teacher as facilitator* metaphor for its goal, which is rooted in a constructivist tradition (Piaget, Vygotsky, and Dewey) with extensive field experience and a learner-centered pedagogy.

Claims:

The program initially made eleven claims, all modeled on the INTASC standards and aligned with the North Carolina Core Standards and TEAC's *Quality Principle I* (including the cross-cutting themes).

Specifically, the faculty members initially claimed that their students understand (1) their teaching subjects, (2) human development, (3) individual differences, (4) a variety of instructional strategies and that they can (5) manage & motivate students, (6) communicate effectively, (7) plan instruction, (8) evaluate learners, (9) reflect on their practice and (10) participate in the professional community. In addition the faculty members claim (11) that their students have, or have developed, eight dispositions (dedication, caring, ethicality, responsibility, open-mindedness, collegiality, resourcefulness and poise).

Subsequently, the faculty collapsed the content and the number claims to three – the graduates' competence in (1) subject matter, (2) pedagogical content knowledge, and (3) caring professionalism.

Methods of assessment:

The faculty proposes to assess its goals and to support its claims in several ways, one of which is through a set of admission requirements imposed in the junior year based on a 2.5 overall GPA, grades of at least 2.0 in two key courses, an assessment of speaking and listening, word processing, and spreadsheet & database construction.

The other way is through a set of assessments (internal and external) the faculty have adopted and developed. They propose to use the internal assessments at four benchmarks – application to the program, application to student teaching, completion of student teaching, and one-year after graduation.

The categories of evidence with which the faculty proposes to make its case are:

1. GPA (overall, content area, pedagogy, specific courses, and clinical experience)
2. Praxis I and Praxis II test results
3. Faculty and candidate self-assessments of the ten state standards and the eight program dispositions
4. Faculty, cooperating teacher, and principal evaluations of content knowledge related more specifically to the program's nine teaching options
5. Assessments of student teaching by cooperating teachers, faculty supervisors, and principals by a rubric aligned with the program's standards.

Results:

The entire student body in teacher education had some difficulty with Praxis I (particularly the reading portion on which 26% failed).

The faculty has piloted its assessments with a sample of ten students, the first program completers, and the data from this sample were promising and generally showed improvement from admission to program completion and achievement of sufficient magnitude (at least 75% of the top score or rating available on the instrument).

The formal inquiry into the reliability and validity of the assessments has just begun but the sample data show consistency in the ratings and comparability between cooperating teachers and faculty supervisors. There is evidence of construct validity in the improvement of the scores over the course of the program.

Internal audit:

A committee of four faculty members undertook an internal audit of their quality control system by selecting two courses and two faculty members and following an audit trail to other aspects of their system. On the whole they found that the system worked as designed, but they also found that the student course evaluation instrument was not aligned well with course objectives, the system is person-dependent on the Director of the program, and the program, like the college overall, has fallen short of its diversity goals. The faculty generally found evidence commitment through the parity between the program and the college.

¹ The program includes options in the following areas and North Carolina, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:

- K-6 Elementary
- K-12 Art
- K-12 Music
- K-12 Physical Education
- K-12 Theatre
- 9-12 English
- 9-12 Math
- 9-12 Science
- 9-12 Social Studies