

The *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* (effective July 1, 2001, to September 20, 2007) set forth the requirements for Board of Education program approval. These regulations required achievement of 20 standards and indicators. The 20 standards were listed in the following four categories:

- I. Professional Education Program Design;
- II. Candidates in Professional Education Programs;
- III. Faculty in Professional Education Programs; and
- IV. Operation and Accountability of Professional Education Programs.

An on-site visit was conducted at Saint Paul's College on March 20-23, 2005, based on the 18 applicable standards. [Please note that two standards -- Standards 5 and 6 -- were not applicable to Saint Paul's College's program because this institution does not offer graduate programs.] The review team's recommendation for the teacher preparation program was "approval with stipulations." The review team made this recommendation based on the finding that five of the 18 applicable standards were not met, and six of the remaining 13 standards were met with weaknesses. The report of findings prepared by the team was submitted to ABTEL for review and a recommendation to the Board of Education.

At the May 24, 2006, meeting, the Board of Education approved ABTEL's recommendation and granted "approval with stipulations" to the teacher education program at Saint Paul's College based on the findings of the review team. The Board of Education specified that approval with stipulations was contingent upon continued progress in four areas: 1) alignment with the teacher education standards; 2) data development and annual maintenance of information on candidate progress; 3) service to the community through programs for nontraditional candidates; and 4) annual reports to the Department of Education on progress made based on the contingencies. The Department of Education developed a monitoring and compliance plan as a structure to guide the corrective actions for Saint Paul's College.

Summary of Major Elements:

On April 23-24, 2007, a follow-up monitoring and review team visit was made to Saint Paul's College. The review team provided a progress report to officials at Saint Paul's College, and the institution was scheduled for the final review team visit on March 31 to April 1, 2008. The final review team reported that the teacher preparation program at Saint Paul's College was in compliance with all 18 applicable standards as a result of evidence provided.

Attached is the report by the final review team. The 2008 visitation team reported that the administration, faculty, staff, and students at Saint Paul's College successfully collaborated over a period of three years to make significant changes to bring the teacher education program into compliance with state requirements.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant full accreditation to the professional education program at Saint Paul's College.

Impact on Resources:

Expenses, with the exception of those for the state representative, incurred during on-site review of teacher education programs are funded by the host institution.

Timetable for Further Review/Action:

Reviews of teacher preparation programs in Virginia are conducted on a seven-year cycle. Future reviews will be conducted based on current regulations.

***Unit Review Team
Report of Findings***

Follow-Up Monitoring and Review Team Visit

Saint Paul's College
Lawrenceville, Virginia
March 30-April 1, 2008

Members of the Review Team:

**Dr. Karen L. Parker, Chair
Dr. Ronald E. Diss
Dr. Dale L. Wright**

State Consultant:

Dr. Patricia D. Burgess

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SUMMARY FOR PROFESSIONAL EDUCATION UNIT
Institution: Saint Paul's College March 30-April 1, 2008

Standards		Team Findings	
		Met	Not Met
Overall Recommendation:			
1	Framework of Professional Education Program	M	
2	General Education Courses and Experiences	M	
3	Competence in Academic Content of Teaching Field	M	
4	Knowledge and Skills to Work with a Variety of Students	M	
5	Competence for Educational Leadership Roles	Not Applicable	
6	Knowledge and Skills for School Leadership	Not Applicable	
7	High Quality Teaching in Professional Education Unit	M	
8	High Quality Field Experiences	M	
9	Collaboration	M	
10	Admission of Candidates	M	
11	Assessment of Candidate Progress	M	
12	Assessment of Candidate Competence in Professional Roles	M	
13	Recruitment and Selection of Faculty	M	
14	Faculty Teaching, Scholarship, Service	M	
15	Faculty Professional Development	M	
16	Praxis I and Praxis II Requirements	M	
17	Declaration of Admission	M	
18	Submission of Annual Report	M	
19	Authority of Professional Education Unit	M	
20	Resources of Professional Education Unit	M	

I. Introduction

Saint Paul's College was founded in 1888 and is one of Virginia's historically Black colleges. A private, co-educational college associated with the Episcopal Church, the school was incorporated originally as the Saint Paul Normal and Industrial School. A department of teacher training was started in 1922 and was recognized by the Virginia Board of Education in 1926. In 1957, the Board of Trustees officially changed the name of the institution to Saint Paul's College and approved a comprehensive curricular organization, which allowed the awarding of Bachelor of Arts and Bachelor of Science degrees. The *Statement of Purpose* for Saint Paul's College "emphasizes integrity, objectivity, resourcefulness, scholarship, and responsible citizenship." In turn, the Department of Teacher Education derives its mission from the college's *Statement of Purpose*:

The mission of the Department of Teacher Education at Saint Paul's College is to plan for candidate learning; create a climate for candidate learning; teach for candidate learning; reflect, collaborate, and communicate for candidate learning; and demonstrate professional behaviors.

1. Prepare candidates for licensure and teaching endorsements in selected content areas.
2. Enroll, educate, and graduate enthusiastic, culturally diverse candidates.
3. Serve Southside Virginia with time-tested and innovative teacher preparation programs which infuse creative uses of instructional media and technologies.
4. Ensure opportunities for collaboration with faculty and candidates in a variety of public and private education institutions.
5. Maintain established standards for admission, matriculation, and graduation consistent with those mandated by state, regional, and national accreditation agencies.
6. Recruit and retain a diversity of highly talented, motivated, and dedicated faculty and staff who perpetually inspire candidates to maximize their human and professional potential.
7. Nurture the development and utilization of scholarly research indicative of the best practices in the profession.

Saint Paul's College offers a valuable service to the southside community by providing a variety of educational opportunities. The Teacher Education Program offers late afternoon and evening classes to accommodate its nontraditional candidates. Additionally, the program and the public schools have collaborated on a number of professional development activities. Candidates in the Teacher Education Program participate in field-based experiences and pre-service teaching assignments in the local schools.

In an effort to meet the needs of the community, Saint Paul's College has implemented several initiatives. The Teacher Education Program has created a partnership with Old Dominion

University and Brunswick County public schools to write a major grant for classroom technology. Teachers from the public schools and faculty in the Teacher Education Program have attended grant writing workshops, and graduates of the program return to present in and to teach classes. The program has also applied for a clinical faculty grant from the Virginia Department of Education.

The Teacher Education Program reports that the enrollment for its nontraditional population is holding steady. Nontraditional candidates may be enrolled in the approved program. Additionally, Saint Paul's serves provisionally licensed teachers in local divisions working to complete requirements for a five-year, renewable license.

II. Background to the Follow-up Monitoring and Review Team Visit

During March 20-23, 2005, Saint Paul's College was reviewed using a process approved by the Virginia Board of Education and based on 20 standards identified in the *Regulations Governing Approved Programs for Institutions of Higher Education in Virginia*. The review team's recommendation for the teacher preparation program was approval with stipulations. The review team made this recommendation based on the finding that 5 of 18 applicable standards were not met, and 6 of the remaining 13 standards were met with weakness. A summary chart of recommendations from the March 2005 review is found in Appendix A.

At its meeting on May 24, 2006, the Board of Education voted to grant "approval with stipulations" to the teacher education program at Saint Paul's College based on the findings of the review team and a recommendation of approval with stipulations by the Advisory Board on Teacher Education and Licensure (ABTEL). The Board of Education specified that approval with stipulations was contingent upon continued progress in four areas: 1) alignment with the teacher education standards; 2) data development and annual maintenance of information on candidate progress; 3) service to the community through programs for nontraditional candidates; and 4) annual reports to the Department of Education on progress made based on the contingencies. The Department of Education developed a monitoring and compliance plan as a structure to guide the corrective actions taken by Saint Paul's College.

On April 23-24, 2007, a follow-up monitoring and review team visit was made to Saint Paul's. This review team provided a progress report to Saint Paul's officials to direct their preparation for the final review team visit scheduled for March 31 and April 1, 2008. The final review team found the teacher preparation program at Saint Paul's College to be in compliance with all 18 applicable standards as a result of evidence provided of the many changes made within the teacher education program.

It was clear to the 2008 visitation team that the administration, faculty, staff, and students at Saint Paul's College had successfully collaborated over a period of three years to make significant changes to bring the teacher education program into compliance with state requirements.

III. Findings by Standard for Areas Identified as “Met with Weakness” or “Not Met”

The 2005 review team assigned “Met with Weakness” status to Standards 7, 8, 12, 13, 15, and 20. “Not Met” was assigned to Standards 2, 3, 4, 14, and 17. The 2008 review team assigned “Met” status to these standards after examining evidence of changes made within the teacher education program.

Standard 2. The professional education unit ensures that candidates have completed general education courses and experiences in the liberal arts and sciences and have acquired theoretical and practical knowledge for teaching and student achievement.

A. Findings:

A system to collect and maintain Praxis I data has been implemented. Data are collected and maintained in individual candidate files and an aggregate departmental file. During the academic year 2006-2007, the department acquired a part-time assessment officer who is responsible for inputting all data. The Department of Teacher Education at Saint Paul’s also participates in the emerging Virginia Improves Teaching and Learning (VITAL) data collection system sponsored by the Virginia Department of Education. Each candidate has a Praxis file folder in the department office. A master list containing Praxis scores from 2001 to the present has been established.

Efforts are being made to help candidates pass the Praxis I assessment. Candidates must enroll in a developmental course, XED 110 Praxis Preparation I. Obtaining the requisite score on the Praxis I test indicates successful completion of XED 110. The Praxis I course is aligned with the general education program; therefore, mathematics and English faculty assist with Praxis preparation. Additionally, the Department of Teacher Education is working with Dr. Rupert Evans, a Praxis expert, who has developed a Praxis I training program. Among other elements, his program contains nine Web sites that are interactive and provide participants with immediate feedback. In addition, the training program has the capacity to provide solutions for candidates that may have difficulty with parts of the modules. Components of Plato Tutorial Software are infused into the curriculum. The Student Support Center at Saint Paul’s College provides tutoring and mentoring services for all students. An Algebra I CD is used for individualized pre/post tests. The TUTOR program outlines Math concepts and provides immediate feedback.

Praxis I Aggregated Basic Skills 2001-2008							
Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008 VCLA
Number taking assessment	5	7	12	1	3	3	3
Number passing assessment	4	1	1	1	3	3	3
Institutional pass rate	80%	14%	8%	100%	100%	100%	100%

B. Recommendation: Met

Standard 3. The professional education unit ensures that candidates achieve competence in the academic content that candidates plan to teach.

A. Findings:

The system implemented to collect and maintain Praxis I data also has been applied to Praxis II data. A developmental course has been created to help prepare individuals to take the Praxis II exam, XED 113 Praxis Preparation II. This course is designed to help candidates review content area material in preparation for the actual Praxis II test. This course also provides an overview of the teaching profession and an opportunity for candidate assessment as a potential teacher. The Praxis II course is aligned with the general education program; therefore, mathematics and English faculty assist with Praxis preparation.

Praxis II. Content 2006-2008						
<i>Test Area</i>	<i>2006-2007</i>			<i>2007-2008</i>		
	<i>N</i>	<i>Pass</i>	<i>Percent</i>	<i>N</i>	<i>Pass</i>	<i>Percent</i>
Elementary	1	1	100	2	2	100
English						
Mathematics						
Social Studies	1	1	100			
Business						
Biology						

B. Recommendation: Met

Standard 4. The professional education unit ensures that candidates acquire and learn the knowledge and skills to become competent to work with a variety of students.

A. Findings:

A review of the curriculum check sheets and course syllabi for the various endorsements indicates that the Department of Teacher Education has successfully identified and maximized the application of credit hours as allowed in the *Regulations Governing Approved Programs for Institutions of Higher Education in Virginia*. The Department of Teacher Education has a sequence of professional education courses that imparts: (1) knowledge about the physical, social, emotional, and intellectual development of children and youth; (2) understanding of language acquisition and reading; and (3) understanding public education, school law, school culture, and contemporary issues. The identification and reporting of required professional studies coursework and field experiences have been adjusted to reflect more consistency across endorsement areas. Course syllabi also reflect alignment with the stated requirements on check sheets. Currently, a new catalog is being developed.

The Department of Teacher Education and its cooperating school partners design, conduct, and evaluate field experiences and clinical practices so teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary for student learning. Course syllabi and curriculum check sheets provide evidence that these experiences provide candidates with a range of learning opportunities in applying

Standard 4. (continued)

knowledge about physical, social, emotional, and intellectual development of children and youth.

A sample review of the matrices and course syllabi as well as a review of the current catalog show that courses and experiences provide a structure for teacher preparation candidates to develop competencies in professional studies and individual endorsement areas. A review of the syllabi also provides evidence that great efforts have been made to improve alignment of learning experiences with Virginia professional studies and endorsement area competencies. Course syllabi are better organized to clearly reflect where and how each competency component in the endorsement area is included in the course.

Course syllabi and curriculum check sheets indicate that there is an established sequence of courses and activities by which candidates acquire understanding of and the ability to use educational technology to enhance student learning. Candidates also have access to various technology including computer laboratories and electronic library resources.

B. Recommendation: Met

Standard 7. Teaching in the professional education unit is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice.

A. Findings:

A review of selected course syllabi and interviews with faculty provided strong evidence that the use of instructional teaching methods reflect an understanding and application of different models and approaches to learning and candidate achievement.

B. Recommendation: Met

Standard 8. The professional education unit ensures that field experiences are of high quality and are consistent with well-planned and sequenced programs.

A. Findings:

Evidence was provided through field experience requirements and assignments that significant effort is being made to provide candidates experiences at multiple age levels. Interviews with faculty and students further supported this practice.

B. Recommendation: Met

Standard 12. The professional education unit ensures that candidates' competence to begin their professional role in schools is assessed prior to completion of the program or recommendation for licensure.

A. Findings:

Published criteria for program admission, enrollment, completion, and exiting the teacher education program are now consistent throughout a variety of documents and informational resources given to students and patrons of Saint Paul's College.

B. Recommendation: Met

Standard 13. The professional education unit recruits, hires, and retains a highly qualified higher education faculty of diverse backgrounds who are teacher scholars, are qualified for their assignments, and are actively engaged in the professional community.

A. Findings:

Education faculty members have rich and varied experiences in education. The number of full-time faculty has increased and is supplemented by a strong cadre of adjunct instructors. The department now has four full-time faculty members, three of whom have doctoral degrees and the fourth is nearing the completion of a doctorate.

Of the six adjuncts, five hold master's degrees and are employed in full-time positions in nearby school divisions. The sixth adjunct is a local division superintendent who holds a doctorate. Backgrounds of adjunct faculty show different types of diversity. They have taught in states on the East Coast and Midwest. The adjunct faculty also reflects a variety of disciplinary backgrounds including science, special education, sports management, educational leadership, and reading. They also have a variety of professional experiences including K-12 teaching, principalships, central office supervision; one has been a division superintendent.

A review of documents (program agendas, travel and registration vouchers) and interviews with faculty provide extensive evidence that, with the support of the college's administration, faculty have been able to take advantage of a variety of professional development opportunities. Faculty members have attended the American Association for Colleges of Teacher Education (AACTE) training conference in Washington, D.C., participated in a three-day intensive grant writing workshop in Northern Virginia, participated in a week-long summer workshop at Virginia Tech to learn about the Kansas City Model, attended workshops at the University of Virginia (UVA) on research and retention models, attended Association of Teacher Educators-Virginia (ATE-VA) conferences at Sweet Briar College, and participated in a National Council for the Accreditation of Teacher Education Web conference. The program also hosted a workshop on teaching agriculture, and presented a Black History celebration which included workshops in storytelling and African dance. The faculty reports that they have been able to participate in professional development activities because of the reduction in teaching load (6-12 hours from 15 hours), and because the institution has supported professional development financially. Additionally, interviews indicated that administrative tasks, field supervision, and outreach efforts are assigned equitably.

B. Recommendation: Met

Standard 14. The professional education unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service and are in keeping with the character and mission of the institution.

A. Findings:

The faculty of the Teacher Education Program reports that with the hiring of new faculty and with the support of the college's administration, they have been able to take advantage of a number of professional development opportunities. Faculty members have attended the AACTE training conference in Washington, DC; participated in a three-day intensive grant writing workshop in Northern Virginia; attended a one-week

Standard 14. (continued)

summer workshop at Virginia Tech to learn about the Kansas City Model; attended workshops at UVA on research and retention modalities; and participated in a NCATE Web conference. The program has also hosted a workshop on teaching agriculture and presented a Black History celebration that included workshops in storytelling and African dance. The faculty reports that they have been able to participate in professional development activities because of the reduction in teaching load (6-12 hours) and because the institution has supported their endeavors financially.

Education faculty members have rich and varied experiences in education. The number of full-time faculty has increased and is supplemented by a strong cadre of adjunct instructors. The department now has four full-time faculty members, three of whom have doctoral degrees and the fourth is nearing the completion of a doctoral degree.

Of the six adjuncts, five hold master's degrees and are employed in full-time positions in nearby school divisions. The sixth adjunct is a local division superintendent who holds a doctorate. Backgrounds of adjunct show different types of diversity. They have taught in states on the East Coast and Midwest. The adjunct faculty also reflects a variety of disciplinary backgrounds including science, special education, sports management, educational leadership, and reading. They also have a variety of professional experiences including K-12 teaching, principalships, central office supervision; one has been a division superintendent.

Faculty loads have been lowered and are now limited to 12 credit hours per semester. In contrast, the standard load across the college for noneducation faculty is 15 hours per semester.

Interviews indicated that administrative tasks, field supervision, and outreach efforts are assigned and coordinated in an equitable manner. Interviews also indicated that the department membership seems to be stabilizing. Faculty members have taken advantage of a variety of professional development opportunities, including participation in local, state, regional, and national conferences.

B. Recommendation: Met

Standard 15. The professional education unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

A. Findings:

The annual faculty evaluation instrument was modified to include evidence of professional development activity. Interviews also indicated that an adjunct instructor who is a former division superintendent has provided valuable guidance to faculty.

B. Recommendation: Met

Standard 17. The professional education unit ensures that at least 70 percent of candidates as documented in the institution’s “declaration of admission” to the teacher education program shall annually pass Praxis II (subject area assessments) for the institution’s professional education unit to maintain Board of Education continued approved program status.

A. Findings:

The pass rate has been 100 percent for program completers since the data collection was implemented for Praxis II in 2006.

B. Recommendation: Met

Standard 20. The professional education unit has adequate resources to offer quality programs that reflect the mission of the professional education unit and support teaching and scholarship by faculty and candidates.

A. Findings:

As described in Standard 14, faculty have participated in a number of professional development activities. Interviews with faculty, documentary evidence, and changes in curriculum and instruction reflect the positive impact of this professional development. Interviews also indicate that the adjunct instructor who is a former division superintendent has provided valuable guidance to the department as Saint Paul’s College continues to progress and meet significant challenges.

B. Recommendation: Met

Appendix A

Saint Paul's College Summary for Professional Education Unit Unit Team Review Visit, March 20-23, 2005

Standards		Team Recommendation	
		Met	Not Met
Overall Recommendation: Approved with Stipulations			
Standard			
1	Framework of Professional Education Program	M	
2	General Education Courses and Experiences		NM
3	Competence in Academic Content of Teaching Field		NM
4	Knowledge and Skills to Work with a Variety of Candidates		NM
5	Competence for Educational Leadership Roles		
6	Knowledge and Skills for School Leadership		
7	High Quality Teaching in Professional Education Unit	*M	
8	High Quality Field Experiences	*M	
9	Collaboration	M	
10	Admission of Candidates	M	
11	Assessment of Candidate Progress	M	
12	Assessment of Candidate Competence in Professional Roles	*M	
13	Recruitment and Selection of Faculty	*M	
14	Faculty Teaching, Scholarship, Service		NM
15	Faculty Professional Development	*M	
16	Praxis I and Praxis II Requirements	M	
17	Declaration of Admission		NM
18	Submission of Annual Report		
19	Authority of Professional Education Unit	M	
20	Resources of Professional Education Unit	*M	

* *Met with Weakness*

Appendix B
Interviews and Exhibits
April 23-24, 2007, Follow-Up Monitoring and Review Team Visit

Faculty interviewed:

- Mr. Dale Baird
- Dr. Walter Dean
- Dr. Raymond Holmes
- Dr. Jacqueline Moore
- Mrs. Emma Staples

Administrators interviewed:

- Dr. Robert Satcher, President
- Dr. Keathen Wilson, Jr., Vice-President

Candidates interviewed:

- One sophomore seeking licensure in Special Education
- One junior seeking licensure in Special Education
- One senior who just completed candidate teaching and is seeking licensure in History/Social Studies
- One nontraditional candidate that completed a B.A. at Saint Paul's College in the Accelerated Degree Program, is employed at Saint Paul's College, and is currently seeking licensure with an endorsement in Business Education

Exhibits examined:

Area (1) a

- Curriculum Sheets

Area (1) b

- Syllabus Notebook

Area (1) c

- Saint Paul's College Partnership Meeting Agenda dated November 30, 2005
- Saint Paul's College Partnership Meeting Agenda dated January 23, 2006
- Saint Paul's College Partnership Meeting Agenda dated December 14, 2006
- Longwood University "Call Me MISTER" Program
- Memorandum "Call Me MISTER" Program
- Model for Self-Assessment of Planning, Implementing, and Evaluation Program Change
- Letter from Longwood University Assisting Saint Paul's College
- Longwood University Interdisciplinary Special Education Teacher Preparation Model
- Longwood University Education Department Guides for Workshops

(folder 2)

- Information ATE-VA/VACTE Spring Conference April 6-7, 2006
- Travel Authority and Expenditures Reports for Conferences Attended

Appendix B (continued)

Area (1) d

- 2007 Spring Semester Teaching Load Report

Area (2) a

- Data Development and Annual Maintenance of Information on Candidate Progress
- VITAL Virginia Improvement Learning Document
- Virginia Pipeline Application
- Job Description for Research Specialist
- Title III- Expenditures/Balances Sheet

Area (2) b

- XED 110 - Praxis I Syllabus
- XED 113 - Praxis II Syllabus
- Course Description for Praxis II
- Single Assessment Institution – Level Pass Rate Data

Area (2) c

- Data Development and Annual Maintenance of Information Candidate Progress
- E-mail from Rupert Evans in Reference to Praxis Test
- Welcome to PLATO
- Single Assessment Institution – Level Pass Rate Data

Area (2) d

- XED 110 – Praxis I Syllabus
- XED 113 – Praxis II Syllabus
- 2005–2006 Praxis I – Reading, Writing, Mathematics Assessments for Program Completeness
- Single Assessment Institution – Level Pass Rate Data

Area (2) e

- 2004–2005 Spring Semester Grade Sheet
- History of Candidate Classes
- Note: Additional Candidate Files Located in DTE Offices Sheet

Area (3) a

- Department of Education Checklist
- Curriculum Sheet for Endorsement in K-12 Special Education
- Service to the Community for Nontraditional Candidates
- Commonwealth of Virginia, Virginia Department of Education, Division of Teacher Education and Licensure Requirement Sheet
- Saint Paul’s College Registration Form
- Virginia Communication and Literacy Assessment Examinee Score Report
- Virginia Reading Assessment Examinee Score Report
- Communication of Virginia Provisional License

Appendix B (continued)

Area (3) b

- Education Department Flyer Speaking on “Education Reform and School Effectiveness in the United States”
- Memorandum to Guest Speaker Jeffrey Stewart
- Letter to Mr. Jeffrey Stewart to Confirm Invitation
- Note: See Folder Area 1 Area (1) c Sheet

Area (3) c

- Service to the Community for Nontraditional Candidates
- Saint Paul’s College of Education Assessment checklist
- Nontraditional Candidates (Praxis II – Test Results)

Area 4

- 2005 –2006 Supplement Data – Title II State Report
- Annual Progress Report to the Virginia Department of Education

Other Evidence

- Saint Paul’s College Candidate Teaching Handbook, 2005-2006
- Saint Paul’s College Teacher Education Handbook for Pre-Candidate Teaching Field Experiences, 2005-2007
- Teacher Education Brochure
- Saint Paul’s College Bulletin, 1999-2002
- Course Binders
 - EDUC 331
 - SPED 301
 - Curriculum and Design
- Videocassettes
 - Candidate teaching
 - Instructional strategies class
- Other Binders
 - Program Matrices
 - Reading First Web conference
 - Brunswick County Literacy Council, 2006
 - University of Nebraska Medical Center-Partnership weight loss study
 - Partnership Agreements Clinical/Field-based experiences with the public school systems in Brunswick County, Greensville County, Lunenburg County, and Mecklenburg County
- Posters
 - Symposium: Sweanee, The University of the South, May 17-19, 2006
 - RIFTEN workshop, Spring 2007
 - Highlights of the Department of Teacher Education
 - Business Ethics course activities at Brunswick County High School
 - Third Grade moon phases
- Plaques
 - Students In Free Enterprise (SIFE) Regional and Finalist Awards

Appendix C
Interviews and Exhibits
March 30-April 1, 2008, Follow-Up Monitoring and Review Team Visit

Faculty interviewed:

- Mr. Dale Baird
- Dr. Contech
- Dr. Walter Dean
- Mrs. Michelle Jones-Finney
- Dr. Raymond Holmes
- Dr. Valerie McCoy
- Dr. Jacqueline Moore
- Dr. Jennifer Palmgren
- Mrs. Emma Staples
- Dr. Allyn Wetmore

Administrators interviewed:

- Dr. Robert Satcher, President
- Dr. Keathen Wilson, Jr., Vice-President

Candidates interviewed:

- One freshman seeking licensure in PreK-6
- One sophomore seeking licensure in Special Education
- One sophomore seeking licensure in PreK-6
- One junior seeking licensure in Special Education
- One junior seeking licensure in PreK-6
- One senior who just completed candidate teaching and is seeking licensure in History/Social Studies
- One nontraditional candidate that completed a B.A. at Saint Paul's College in the Accelerated Degree Program, is employed at Saint Paul's College, and is currently seeking certification in Business Education
- Two seniors completing student teaching and seeking licensure in Special Education
- One senior completing student teaching and seeking licensure in PreK-6

Exhibits examined:

Area (1) a

- Curriculum Sheets

Area (1) b

- Syllabus Notebook

Area (1) c

- Saint Paul's College Partnership Meeting Agenda dated November 30, 2005
- Saint Paul's College Partnership Meeting Agenda dated January 23, 2006
- Saint Paul's College Partnership Meeting Agenda dated December 14, 2006
- Longwood University "Call Me MISTER" Program

Appendix C (continued)

- Memorandum “Call Me MISTER” Program
- Model for Self-Assessment of Planning, Implementing, and Evaluation Program Change
- Letter from Longwood University Assisting Saint Paul’s College
- Longwood University Interdisciplinary Special Education Teacher Preparation Model
- Longwood University Education Department Guides for Workshops

(folder 2)

- Information ATE-VA/VACTE Spring Conference April 6-7, 2006
- Travel Authority and Expenditures Reports for Conferences Attended

Area (1) d

- 2007 Spring Semester Teaching Load Report

Area (2) a

- Data Development and Annual Maintenance of Information on Candidate Progress
- VITAL Virginia Improvement Learning Document
- Virginia Pipeline Application
- Job Description for Research Specialist
- Title III-Expenditures/Balances Sheet

Area (2) b

- XED 110 - Praxis I Syllabus
- XED 113 - Praxis II Syllabus
- Course Description for Praxis I
- Course Description for Praxis II
- Single Assessment Institution – Level Pass Rate Data

Area (2) c

- Data Development and Annual Maintenance of Information Candidate Progress
- E-mail from Rupert Evans in Reference to Praxis Test
- Welcome to PLATO
- Single Assessment Institution – Level Pass Rate Data

Area (2) d

- XED 110 – Praxis I Syllabus
- XED 113 – Praxis II Syllabus
- 2005–2006 Praxis I – Reading, Writing, Mathematics Assessments for Program Completeness
- Single Assessment Institution – Level Pass Rate Data

Area (2) e

- 2004–2005 Spring Semester Grade Sheet
- History of Candidate Classes
- Note: Additional Candidate Files Located in DTE Offices Sheet

Appendix C (continued)

Area (3) a

- Department of Education Checklist
- Curriculum Sheet for Endorsement in K-12 Special Education
- Service to the Community for Nontraditional Candidates
- Commonwealth of Virginia, Virginia Department of Education, Division of Teacher Education and Licensure Requirement Sheet
- Saint Paul's College Registration Form
- Virginia Communication and Literacy Assessment Examinee Score Report
- Virginia Reading Assessment Examinee Score Report
- Communication of Virginia Provisional License

Area (3) b

- Education Department Flyer Speaking on "Education Reform and School Effectiveness in the United States"
- Memorandum to Guest Speaker Jeffrey Stewart
- Letter to Mr. Stewart to Confirm Invitation
- Note: See Folder Area 1 Area (1) c Sheet

Area (3) c

- Service to the Community for Nontraditional Candidates
- Saint Paul's College of Education Assessment checklist
- Nontraditional Candidates (Praxis II – Test Results)

Area 4

- 2005–2006 Supplement Data – Title II State Report
- Annual Progress Report to the Virginia Department of Education

Other Evidence

- Saint Paul's College Candidate Teaching Handbook, 2005-2006
- Saint Paul's College Teacher Education Handbook for Pre-Candidate Teaching Field Experiences, 2005-2007
- Teacher Education Brochure
- Saint Paul's College Bulletin, 1999-2002
- Course Binders
 - EDUC 331
 - SPED 301
 - Curriculum and Design
- Videocassettes
 - Candidate teaching
 - Instructional strategies class
- Other Binders
 - Program Matrices
 - Reading First Web Conference
 - Brunswick County Literacy Council, 2006

Appendix C (continued)

- University of Nebraska Medical Center-Partnership weight loss study
- Partnership Agreements Clinical/Field-based experiences with the public school systems in Brunswick County, Greenville County, Lunenburg County, and Mecklenburg County
- Teacher Education Department meeting minutes
- Posters
 - Symposium: Sweanee, The University of the South, May 17-19, 2006
 - RIFTEN workshop, Spring 2007
 - Highlights of the Department of Teacher Education
 - Business Ethics course activities at Brunswick County High School
 - Third Grade moon phases
- Plaques
 - Students In Free Enterprise (SIFE) Regional and Finalist Awards