COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: February 25, 2010 **Time:** 9 a.m.
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES `

Moment of Silence

Pledge of Allegiance

Election of the Offices of President and Vice President of the Board of Education, 2010-2012

Remarks by the Honorable Gerard Robinson, Secretary of Education of the Commonwealth of Virginia

Approval of Minutes of the January 14, 2010, Meeting of the Board

Public Comment

Action/Discussion Items

A. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval of an Education Program in Administration and Supervision PreK-12 at the University of Richmond

B. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Virginia Wesleyan College Accreditation through the Board of Education Approved Process

C. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve an Option to Meet the Praxis I Reading and Writing Test for Entry into an Approved Preparation Program

REPORTS

D. Report on Critical Need Divisions Receiving Technical Assistance from the Office of School Improvement

E. Report on Testing Irregularities in Norfolk City Public Schools

F. Report on Academic and Career Plan Technical Assistance

G. Report on *Internet Safety and You*

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, February 24, 2010. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.

2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to ensure that the Board hears from different points of view on any particular issue.

3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.

4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: A. **Date:** February 25, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Approval of an Education Program in Administration and Supervision PreK-12 at the University of Richmond

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- ____ State or federal law or regulation
- _X_ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*; *Approved with Stipulations*; or *Approval Denied*.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, state, in part, the following:

8VAC20-542-20. Administering the regulations.

D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency….

H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40….

8VAC20-542-40. Standards for biennial approval of education programs.

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program….
3. Structured and integrated field experiences to include student teaching requirements….
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences….
5. Evidence of contributions to preK-12 student achievement by candidates completing the program….
6. Evidence of employer job satisfaction with candidates completing the program….
7. Partnerships and collaborations based on preK-12 school needs….

Summary of Major Elements:

The University of Richmond submitted a request to add an education program in Administration and Supervision PreK-12 at the graduate level. The program will lead to a master's degree in education and a graduate certificate in Educational Leadership and Policy Studies. On January 25, 2010, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education grant "Approved" status to the new education (endorsement) program in Administration and Supervision Prek-12 at the University of Richmond.

Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-530), have been verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction. A review of the Request for New Endorsement Program application submitted by the University of Richmond evidenced written documentation of school division demand data, as well as institutional and school division support for the program.

Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on preK-12 school needs. The institution must provide documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs. A copy of the University of Richmond's *Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs (8VAC20-542-40.7.b) Administration and Supervision Programs* form is attached.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the accountability measurement of partnerships and collaborations and the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement program in Administration and Supervision PreK-12 at the University of Richmond.

Impact on Resources:

There is a minimum impact on resources.

Timetable for Further Review/Action:

Colleges and universities must meet requirements, including biennial reporting, for the approval of new program endorsement areas in accordance with the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Based on PreK-12 School Needs (8VAC20-542-40.7.b)

Administration and Supervision Programs

Name of Institution: University of Richmond Submitted by: Thomas J. Shields, Ph.D.

Reporting Date: January 12, 2010

Number	**Partnership and Collaboration Name**	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of School Leadership Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
1.	Henrico County Public Schools	Representatives from the school division have agreed to help support the M.Ed. and Certificate program in Educational Leadership and Policy Studies through marketing and dissemination of information. Division representatives will meet with the University of Richmond director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division has had 30 principal vacancies over the past two years. The average age of the principals is lower than the other counties at 46. University of Richmond faculty members have talked with county representatives, and they agree that these vacancies and trends show a need for a quality leadership program to help fill this pipeline of school leaders.	Dr. Christopher Corallo, Director of Staff Development	Yes

2.	Chesterfield County Public Schools	Representatives from the school division have agreed to help support the M.Ed. and Certificate program in Educational Leadership and Policy Studies through marketing and dissemination of information. Division representatives will meet with the University of Richmond director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division has a demand for new school leaders. Over the past two years there have been 21 principal openings. Out of 62 principals, 37 are eligible to retire next year. University of Richmond faculty members have talked with county representatives, and they agree that these vacancies and trends show a need for a quality leadership program to help fill this pipeline of school leaders.	Mr. Harold Saunders, Assistant Director of Leadership	Yes
3.	Hanover County Public Schools	Representatives from the school division have agreed to help support the M.Ed. and Certificate programs in Educational Leadership and Policy Studies through marketing and dissemination of information. Division representatives will meet with the University of Richmond director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division has had 11 principal vacancies over the past two years. Out of 25 principals, 11 are over the age of 50. University of Richmond faculty members have talked with division personnel, and they agree that these vacancies and trends show a need for a quality leadership program to help fill this pipeline of school leaders.	Dr. Wade A. Valentino, Associate Superintendent of Policy and Administration	Yes

4.	Richmond City Public Schools	Representatives from the school division have agreed to instruct their staff development team to support the M.Ed. and Certificate programs in Educational Leadership and Policy Studies through marketing and dissemination of information. Division representatives will meet with the University of Richmond director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division has a demand for new school leaders. Over the past two years, there have been 13 principal vacancies. Out of 50 principals in Richmond, 32 are over the age of 50. Representatives at the University of Richmond have talked with the division personnel, and they agree that these vacancies and trends show a need for a quality leadership program to help fill this pipeline of school leaders.	Dr. Yvonne W. Brandon, Superintendent	Yes
5.	Powhatan County Public Schools	Representatives from the school division have agreed to help support the M.Ed. and Certificate programs in Educational Leadership and Policy Studies through marketing and dissemination of information. Division representatives will meet with the University of Richmond director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division, although not as large as the other participating divisions, is facing several retirements in the next three to five years.	Mr. Bill Craig, Assistant Superintendent of Technology and Elementary Education	Yes

Board of Education Agenda Item

Item: B. **Date:** February 25, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Virginia Wesleyan College Accreditation through the Board of Education Approved Process

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- ____ State or federal law or regulation
- _X_ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting: _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, set forth the options for the accreditation of "professional education programs" at Virginia institutions of higher education. The regulations define the "professional education program" as the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The regulations, in part, stipulate the following:

8VAC20-542-30. Options for accreditation or a process approved by the Board of Education.

A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE),

the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:

1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.

2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.

3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.

C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.

D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:

1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and

2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.

E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education....

Section 20-542-60 of the *Regulations Governing Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.

Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.

Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

Board of Education Definitions for At-Risk of Becoming Low-Performing and Low-Performing Institution of Higher Education

In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. Section 207 of Title II reporting requirements mandates that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

On November 20, 2008, the Board of Education approved revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education to reflect the designations used by each of the accrediting bodies.

At-Risk of Becoming Low-Performing Institution of Higher Education: At-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE:	*Accreditation After First Visit*: Provisional Accreditation
	Continuing Accreditation: Accreditation with Probation
TEAC:	Provisional Accreditation
BOE:	Accredited with Stipulations

Low-Performing Institution of Higher Education: Low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accreditation body or not later than two years after receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE:	Accreditation, Continuing Accreditation, or Accredited with Conditions
TEAC:	Accreditation
BOE:	Accredited

Federal reporting is required by states in October of each year. Institutions meeting these definitions at the end of the reporting year will be designated at risk of low performing and low-performing institutions of higher education.

Summary of Major Elements:

Virginia Wesleyan College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 26-29, 2009. Attached are the *Professional Education Program Review Team Report of Findings* and Virginia Wesleyan College's *Institutional Response to the Professional Education Program Review Team Report of Findings***.**

The overall recommendation of the on-site review team was that the professional education program be "accredited with stipulations." Below are the recommendations for each of the four standards:

STANDARD	TEAM'S RECOMMENDATION
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met Minimally with Significant Weaknesses
Standard 3: Faculty in Professional Education Programs	Met Minimally with Significant Weaknesses
Standard 4: Governance and Capacity	Met

On January 25, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be "accredited with stipulations." Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing Review and Approval of Education Programs in Virginia.*

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 accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be "accredited with stipulations." Within a two-year period, the professional education program must fully meet standards stipulated in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

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:

Within a two-year period, the professional education program must fully meet standards stipulated in the *Regulations Governing the Review and Approval of Education Programs in Virginia* and provide documentation to the Department of Education. In addition, an on-site review of professional education programs will be conducted on a seven-year cycle.

Appendices

- **Professional Education Program Review Team Report of Findings**
- **Virginia Wesleyan College's Institutional Response to the Professional Education Program Review Team Report of Findings**

VIRGINIA DEPARTMENT OF EDUCATION
P. O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Virginia Wesleyan College
Norfolk, Virginia
April 26-29, 2009

***Members of the Review Team*:**
Dr. Susan G. Magliaro, Chair
Mr. John Blackwell
Dr. David E. Coffman
Dr. Jacqueline S. Moore
Dr. Lynn H. Wolf

State Representative:
Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: **Virginia Wesleyan College**

Standards **Overall Recommendation:**		**Team Findings**
A. Standard 1	**Program Design.** The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.	**Met**
B. Standard 2	**Candidate Performance on Competencies for Endorsement Areas.** Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8 VAC 20-542-70 through 8 VAC 20-542-600.	**Met Minimally with Significant Weaknesses**
C. Standard 3	**Faculty in Professional Education Programs.** Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.	**Met Minimally with Significant Weaknesses**
D. Standard 4	**Governance and Capacity.** The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.	**Met**

Overall Recommendation: The recommendation of the Review Team is based on the Virginia Wesleyan College (VWC) teacher education program's progress to address the weaknesses noted in the 2004 Unit Review Team Report of Findings, the information available in the 2009 Institutional Report, and the evidence available during the April 2009 site visit. The Team finds Standard 1 as being "met" at a satisfactory level pending the approval of the Virginia Department of Education program approval matrices. However, Standards 2 and 3 were met minimally with significant weaknesses. Additionally, there were key weaknesses cited in Standards 1, 7, 13, 15, and 19 of the 2004 Unit Review Team Report of Findings that had not been addressed by the 2009 review. Standard 4 was rated as met; however,

weaknesses were noted that relate to Standards 2 and 3, as well as weaknesses noted in the 2004 report. As such, the overall recommendation by the review team is for "accreditation with stipulations." Specific issues are identified in the report along with recommendations to be addressed within the two-year time frame set forth in Section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia.* Moreover, it must be noted that, according to Section 8VAC20-542-20 of the aforesaid *Regulations*, programs that are designated as "accredited with stipulations" are deemed "at risk of becoming low-performing institutions of higher education" by the Virginia Board of Education. The Review Team strongly recommends that VWC address the noted weaknesses as soon as possible but no later than the two-year period required in the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

I. Introduction:

Overview of the College

Virginia Wesleyan College (VWC) was chartered in 1961 as a small, independent, residential, liberal arts college located in Eastern Virginia. In 1966, VWC opened its doors to 75 students. As of the fall 2008 census, almost 1,400 students were enrolled in the college, with a student-faculty ratio of 10.7:1. VWC is guided by the United Methodist heritage and committed to values of citizenship and social responsibility fundamental to a community of scholars. The VWC mission clearly locates the institution within the liberal arts tradition in that the college strives "to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world." As a liberal arts institution, the academic programs encourage and culture independent and creative thinking with the goal of creating leaders, not followers. Even amidst the current economic environment, VWC aspires "to become a Phi Beta Kappa-caliber college."

VWC is located on a 300-acre campus in the heart of the Hampton Roads metropolitan area. VWC is a vibrant and growing institution with new or newly renovated facilities. A key goal for all students is to contribute to the local community in terms of service activities held both on campus and in community facilities. As such, the community views VWC as a valued partner in impacting the quality of life for the region's citizens.

Located in one of the fastest growing areas on the Atlantic coast, VWC faculty and students collaborate primarily with Chesapeake Public Schools, Norfolk Public Schools, and Virginia Beach City Public Schools which serve almost 150,000 students. The diversity within and across these school divisions provides candidates with the opportunity to experience a range of practicum experiences with students of all races and ethnicities, and across the full strata of socio-economic status. According to the 2000 census, specific

demographics of the students enrolled in the service area in percentages[1] are:

School Division	White	African-American	Hispanic /Latino	Native American	Asian	Pacific Islander	Other
Chesapeake Schools	66.9	28.5	2.0	0.4	1.8	.05	2.3
Norfolk Schools	48.4	44.1	3.8	0.5	0.1	1.7	4.2
Virginia Beach Schools	73.0	21.0	5.4	1.0	6.5	0.3	4.9

Professional Education Program at VWC

The professional education program is housed within the Education Department in the Division of Social Sciences. The Education Department's mission aligns with the College's commitment to a liberal arts education. Specifically, the professional education program "is committed to providing prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality of disciplinary preparation in the content area fields and teaching methodology." The program prides itself on including early supervised field experiences usually beginning in the sophomore year, strong mentoring efforts by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts. The program's motto is "Preparing Teachers One by One."

All six education programs leading to licensure are at the undergraduate level, offered on campus, and include:

- Elementary Education preK-6
- Elementary Education preK-6 plus Middle Education 6-8
- Middle Education 6-8
- Special Education General Curriculum K-12
- Secondary Grades 6-12 (Biology, Chemistry, Earth Science, English, History and Social Sciences, Mathematics)
- PreK-12 Endorsements (Visual Arts, Foreign Languages: French, German, and Spanish)

An alternative route to licensure program (Alternative Certification for Teachers – ACT) is offered for the following teaching endorsement areas: Elementary Education preK-6, Secondary Grades 6-12, and Special Education General Curriculum K-12.

[1] Total percentages for each school division exceed 100 percent due to rounding of individual percentages.

The enrollment of the program by endorsement areas is as follows:

Endorsement	Number of Pre-Candidates	Number of Candidates Formally Admitted to a Program	Number of Candidates Currently Student Teaching
Elementary Education preK-6	80	11	11
Elementary Education preK-6 plus Middle Education 6-8	1		
Middle Education 6-8	1		
Special Education General Curriculum K-12	8	1	1
Secondary Grades 6-12:			
Biology			
Chemistry	1		
Earth Science	2		
English	1		
History and Social Sciences	11	1	1
Mathematics	10	1	1
	7	1	1
PreK-12 Endorsements:			
Visual Arts	5		
French	1		
German	1		
Spanish	2		
Alternative Certification for Teachers (ACT) Program			
Elementary Education preK-6	14	4	4
Track 1	9	4	4
Track 2	3	NA	NA
Track 3	2	NA	NA
Special Education General Curriculum K-12			
Track 2	2	NA	NA
Secondary Grades 6-12	46	3	3
Track 1	14	3	3
Track 2	27	NA	NA
Track 3	5	NA	NA
Totals	193	22	22

Coursework is offered primarily in a face-to-face format. Courses offered during the summer have been designed as hybrid courses that include face-to-face meetings, as well as online, Internet-based components. The Department has developed an articulation agreement with Old Dominion University (ODU) which allows VWC students to enter ODU's graduate programs.

Major Program Changes since the March 2004 Visit

- **College Leadership:** Dr. Timothy O'Rourke assumed the deanship of the college two years ago. Since that time major innovations have occurred related to faculty evaluation, especially as it relates to promotion and tenure. Currently, Dean O'Rourke is working with faculty on a new organizational structure, major college-wide curriculum changes, and better articulation of advisors' responsibilities and operational procedures.
- **Department Leadership:** Since the last visit, Dr. Malcolm Lively has been named to the role of the Director of Teacher Education. This represents not only a change in personnel (Dr. Karen Bosch served in the leadership role in 2004), but also in title. The title change was in recognition of the increased number of administrative activities inherent in the current teacher preparation environment, both within the state of Virginia and nationwide. Justification for this change was found both in the Education Department's strategic plan and in the recommendations from the 2004 Unit Review Team Report of Findings. To facilitate the increased workload, the director is also given a two-course release for administrative duties. (The Director teaches a 2/2 load at present.)
- **Faculty and Staff:** Mr. Tom Farley was hired to coordinate the ACT program. Also, a half-time clerical person has been hired to support the program. The clerical role is met by a combination of support from Mrs. Leslie Hines and Mrs. Jane Kiefer, Administrative Assistant to the Social Sciences Division, following the retirement of Mrs. Nancy Callas in 2008.
- **Space:** The majority of the education faculty are co-located in a renovated space on the first floor of Pruden Hall. A classroom was renovated and upgraded with state-of-the-art classroom technology within this area. This space is dedicated for education students and has advanced the program's capacity to ensure that all students can develop the requisite knowledge and skills related to technology integration.
- **Assessments:** The program has developed instruments to collect information regarding employer and graduate satisfaction, as recommended in the 2004 report. Issues related to full-time faculty diversity and qualifications related to the need for faculty to have a terminal degree, as noted in the 2004 report, have not been resolved.
- **Partnerships:** The program is developing new partnerships with local middle and high schools located in high-needs areas. This addresses one of the 2004 reports' weaknesses.

Program Endorsement Area Reviews

Program endorsement area matrices were completed by the VWC Education Department personnel and submitted to the Virginia Department of Education (VDOE) along with the Conditions for Qualifying in fall 2008. The matrices are currently under review by the VDOE.

Supporting Information

Much of the information gathered during the on-site review was found either in the Exhibit Room, or substantiated via conversation with key stakeholders from around the campus and in partnership schools. Appendix A lists the materials in the Exhibit Room that were examined by review team members. Almost all documents were reviewed by one or more team members. Materials not reviewed are noted by an asterisk. Appendix B lists the names and roles of the individuals with whom team members spoke during the visit. The list is aligned with the team's itinerary.

II. Findings for Each Standard:

8VAC20-542-60. Standards for Board of Education approved accreditation process.

A. Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community. Indicators of the achievement of this standard shall include the following:

1. The program design includes a statement of program philosophy, purposes and goals.

A document containing the VWC Education Department's mission, purposes and goals was made available for review. The mission of the Education Department is "to provide prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality disciplinary preparation in the content area fields and teaching methodology. Features of the program are articulated in the goals for their pre-service students: Early supervised field experiences, expertise in pedagogy, competence in integrating technology in instruction, presentation of a well developed professional portfolio and follow-up of the graduates progress and achievements in the profession." The statements were clearly articulated, to the point, and easily understood. The same statements were found in other documents such as the Department's brochure and the college catalogue.

2. The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.

The competencies set forth by the Virginia Board of Education were clearly outlined in matrix charts. Experiences, indicators, and required evidence were recorded for each course of study in the program in the matrix. Matrices were submitted for Professional Studies and Program Status. Competencies to measure the attainment of Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and the Department goals outlined in the Conceptual Framework were submitted. Competencies for instructional strategies were submitted. This chart included an alignment with INTASC Standards, means of assessment, data summaries and use of the data. The competencies and assessments outlined in the charts and matrices are related to the goals outlined in the Conceptual Framework.

3. **The program design includes a knowledge base that reflects current research, best educational practice and the Virginia Standards of Learning.**

According to documents, the purpose of the teacher education program at Virginia Wesleyan College is to teach prospective teachers about teaching and student learning. The current program design is guided by the INTASC standards, the Virginia Standards of Learning (SOL), National Council for Accreditation of Teacher Education (NCATE) Standards, and Charlotte Danielson's publication, Enhancing Professional Practice: a Framework for Teaching. This handbook is used as a reference to best practices. The program design is explained in the Conceptual Framework document. In this document the INTASC standards are discussed. These standards are discussed in direct relationship to the department's five goals. Further, the program has been guided by the department's Long Range Plan for 2004 -2009 and future plans are outlined in the Long Range Plan for 2009-2014. Both of these documents were available for review and enabled the team to examine the direction for growth and change in the unit. Of particular note is that according to the 2009-2014 strategic plan, department faculty will be investigating seeking national accreditation by the Teacher Education Accreditation Council (TEAC).

4. **The program is designed from a framework that is knowledge-based, evidenced-based and articulated and that has been collaboratively developed with various stakeholders.**

Through interviews with faculty and a review of documents, it is concluded that there is support and collaboration between the liberal arts and sciences faculty and the professional education faculty. The liberal arts and sciences faculty address subject matter knowledge required for the SOL and Praxis I and II assessments in their courses and programs. General Education and content courses are integrated in the professional education program through the Teacher Advisory Committee which consists of faculty from the content areas; the establishment of the Prescribed Interdivisional Major (PIDM) for elementary, middle, and special education students, led by Dr. Deborah Otis, Professor of Chemistry and Director of PIDM; PIDM advising by faculty outside the Education Department; co-advising by content and education faculty

for secondary and K-12 students; and co-supervising of secondary student teachers by content and professional education faculty.

Advising check lists and program endorsement area matrices were presented as evidence of collaborative planning with content area teachers. Additionally, the Teacher Education Advisory Committee was constituted in 1999 as a standing committee for the purpose of ensuring coordination of the teacher preparation programs with other academic departments of VWC. Members of this board were interviewed by a member of the on-site review team on April 28, 2009. They reported satisfaction with VWC's teacher education program and opportunities for input regarding the program. To further document collaboration, during interviews, professors from the Liberal Arts program recounted collaborations that took place during Faculty Development Meetings. They described the planning sessions held to complete competency paperwork for the VDOE matrices. It is clear that the liberal arts professors have had input or initiated projects such as the e-Portfolios, Community in the Classroom, and the College's Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan (QEP), an Active Learning Initiative. Further, content area teachers give support to students in preparation for SOL and Praxis assessments.

5. **The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in preK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences. Indicators of the achievement of this standard shall include the following:**

   a. **The professional education program develops, implements, and evaluates programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework.**

      This standard has been met as evidenced by the VDOE matrices, the syllabi, and course outlines presented for review. Also, students seeking endorsement in elementary education preK-6 must complete a rigorous program of study that includes a General Studies sequence; Frames of Reference sequence, professional education courses, and PIDM. Students seeking licensure in secondary education or alternative licensure (i.e., the Alternative Certification for Teachers program) have similar curricula. These programs are outlined in the advising sheets presented for review. Students must attain 120-125 credit hours. A review of syllabi reveals that course content supports the goals, objectives and competencies outlined in the VDOE matrix, VWC's Department of Education Conceptual Framework and INTASC Standards.

   b. **The professional education program assesses candidates' attainment of the knowledge, skills, and dispositions identified in the program design framework.**

Several assessment tools were presented: Exit Survey results, Employer Satisfaction Survey, Graduates Survey, the Virginia Communication and Literacy Assessment (VCLA), the Virginia Reading Assessment (VRA), Praxis I and Praxis II assessments, the Summative Evaluations of Pre-Service Teachers, and the Assessment of Professional Knowledge.

c. **The professional education program provides evidence that candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.**

Results of these various assessments indicate students' mastery of knowledge, skills, and dispositions identified in the program framework. In 2007-2008, 100 percent of students (22) tested passed the VCLA test. One hundred percent of the students tested (16) passed the VRA. Seventy-two percent of employers ranked graduates from VWC's teacher education program as "A" performers on the Employer Satisfaction Survey. Only 2.3 percent said the graduates were "F" performers. In the Graduate Survey, the overall effectiveness of the VWC Professional Education Program was rated very effective by 65 percent of survey respondents. Finally, the Summative Evaluation for Pre-Service Teachers administered in September 2008, used to evaluate student teachers' performance, showed that 90 percent of the candidates are meeting or exceeding the criteria established for successful student teaching. Clearly, the department is assessing student performance and the department's performance. The data indicate the candidates have achieved the knowledge, skills, and dispositions identified in the program's Conceptual Framework.

6. **The professional education program shall have multiple well-planned, sequenced, and integrated field experiences that include observations, practica, student teaching, internships, and other opportunities to interact with students and the school environment. Indicators of the achievement of this standard shall include the following:**

a. **Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.**

Opportunities to create meaningful experiences with a variety of students and to practice in settings with students of diverse backgrounds are provided for pre-service teachers through the VWC program. Three distinct field experiences are scheduled for each candidate between three city school divisions: Norfolk, Virginia Beach, and Chesapeake. These cities are very diverse by socioeconomic status (SES) and racial makeup. Between the three cities students may receive inner city as well as rural experience. Fact sheets describing the three school divisions were presented for review. Placing students in the three divisions assures pre-service students opportunities to experience diversity.

Two practica are required for each program: two early supervised field experiences and student teaching. Student teaching consists of two placements. Placements are made at several grade levels. Elementary placements are made at both the primary and upper elementary levels. Secondary student teaching placements are made at both the middle and high school levels. Students in the Alternative Certification for Teachers program also are placed at two levels. This topic was addressed during interviews with student teachers, the Director of Field Experiences at VWC, and the principal at Shelton Park Elementary School where students are very often assigned for the Practicum in Reading.

b. Field experiences provide opportunities for candidates to demonstrate competence in the professional teaching or administrative roles for which they are preparing, including opportunities to interact and communicate effectively with parents, community and other stakeholders.

A review of students' Student Teaching Portfolio and lesson plans demonstrate students' knowledge and skill in meeting the program goals and INTASC standards as outlined in the Conceptual Framework. Specifically, evidence in the portfolio addresses the following teaching activities: executing best practices for instruction, planning for effective classroom management, use of assessment tools, analysis of data, and lesson planning guided by assessment results.

c. Student teaching and other field experiences include a minimum of 300 clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. Programs in administration and supervision provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.

Student teaching and other field experiences include a minimum of 300 clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. In addition to interview discussion to document field placement in diverse settings, field placement charts were presented for review. These charts indicated city, grade, and duration of placement for student teachers and city, grade and hours for practicum. Also, the Student Teacher Orientation folder presented to pre-service teachers preparing for student teaching states the number of hours required. VWC does not have a program in administration and supervision.

d. Candidates in education programs complete field experiences, internships, or other supervised activities that allow them to develop and apply the new knowledge and skill gained in their programs.

A review of the Mid-term Reflection document and the Summative Evaluation for pre-service teachers reveals expectations and standards to be

attained for student teachers at VWC. In addition, candidates who are currently student teaching engage in reflection and self-evaluation interview discussions with the Director of Field Experiences. These discussions focus on what the candidates had done well, what they learned, and what they would have liked to have learned before the experience. Their comments demonstrate a high level of preparedness for entry into the profession.

e. **Candidate performance in field experiences is evaluated and documented using multiple assessments, including feedback from education and arts and sciences faculty, school faculty, and peers, as well as self-reflection by candidates.**

Formative Mid-term Reflection and Summative Evaluation are the two assessment instruments used to evaluate student teachers. These forms are completed by cooperating teachers, college supervisors, and school administrators.

7. **Professional education faculty collaborate with arts and sciences faculty, school personnel, and other members of the professional community to design, deliver, assess, and renew programs for the preparation and continuing development of school personnel and to improve the quality of education in preK-12 schools. Indicators of the achievement of this standard shall include the following:**

a. **Professional education faculty collaborates with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the Standards of Learning.**

The Community Education Advisory Committee (CEAC) was established for the purpose of inviting local teacher practitioners, administrators, and other education stakeholders to collaborate with the professional education faculty and education supervisors in the evaluation of existing programs and to provide opportunities for discussion of key education issues that impact both practitioners and teacher candidates. The most recent meeting of the CEAC provided an open forum for education faculty to discuss with administrators from Virginia Beach and Chesapeake schools the impact of the current economic downturn on the hiring of new teachers.

Two e-mails were submitted as exhibits to support collaboration. A March 2009 e-mail invited CEAC members to participate in an open forum to discuss "New Teachers Entering a Difficult Job Market." A March 3, 2009, e-mail was written to confirm availability of a CEAC member to complete observations for a pre-service teacher. Notes and handouts from the meeting also were submitted as support documentation.

b. **Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools and school divisions**

to design and evaluate programs, teaching methods, field experiences, and other activities.

The teacher education program has had a long-term partnership with Shelton Park Elementary School where students are often assigned for the Practicum in Reading. More information partnerships exist between the three school divisions listed in Item **6.a**. In the discussion with the administrators from the partner school divisions, the participants supported the development of a "memorandum of understanding" and partnership activity evaluation process in order to be able to clarify communication and provide data for continuous improvement of the partnerships.

That being said, one particular partnership is moving toward a quasi-formalization. As part of the VWC Long Range Plan, the VWC Department of Teacher Education has partnered with Bayside Middle and Bayside High schools in Virginia Beach. This venture has led to agreements to provide education majors as tutors for the middle school students, student teaching placement, and content area professors teaching subject, especially science, at the high school. The high school students will visit VWC campus and use the resources available such as the Bee Keeping program. Notes of these planning sessions were presented for review.

c. Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools to assess candidates during observations, practica, student teaching, internships, and other field experiences.

VWC students are placed in Chesapeake, Norfolk, or Virginia Beach public schools for their field experiences through informal partnership agreements. Chesapeake public school division has agreed to give first preference in hiring to VWC's pre-service teachers. This ongoing policy was discussed during the April 28, 2009, interview and stated by the Chesapeake school division representative as a testament of the satisfaction of the caliber of pre-service teachers at VWC.

d. Opportunities exist for professional education faculty, school personnel, and other members of the professional community to collaborate on the development and refinement of knowledge bases, conduct research, and improve the quality of education.

Professional education faculty, along with faculty from across VWC, work in partnership with the local public schools and community to ensure curricular relevance, conduct special projects, and improve education for preK-12 students. The activities are reciprocal with VWC faculty working with public school personnel on mutually designed projects. Content professors give demonstration lessons in the public schools on a frequent basis. For example, a professor from the English Department regularly visits the schools to demonstrate children literature lessons in classrooms.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: **Met**

Weaknesses: N/A

Comments and Recommendations:

- Overall, the information and evidence indicate that Standard 1 has been met fully, and the VWC program provides a high quality learning experience for its students. VWC should aim to have photos in brochures and other published material depict the diverse student body currently on the campus.
- The variety and specific features of each field experience are commendable in that they provide candidates with a range of experiences with diverse cultures.
- Assessments are appropriate and provide data that can be used to improve the program design as evidenced by the Long Range Plan.
- In order to better articulate school partnerships, written agreements (e.g., memoranda of understanding) with built-in evaluation plans should be developed with school partners.

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600.

1. Candidates in education programs have completed general education courses and experiences in the liberal arts and sciences and demonstrate the broad theoretical and practical knowledge necessary for teaching and preK-12 student achievement.

VWC is a liberal arts institution that adheres to its mission of preparing students "….To meet the challenges of life and career in a complex and rapidly changing world." All students at the college must take a selection of courses from the General Studies curriculum. These courses include English, mathematics, social sciences, foreign language, and laboratory science, as well as a requirement of six Writing Intensive courses. Additional General Studies courses are built around six major themes: Aesthetic Understanding, Communication, Empirical Knowledge, Historical Perspectives, Institutional and Cultural Systems, and Ethical Values and Faith Perspectives. This thematic design provides integration across curricula.

Each endorsement area has aligned its courses with the approved program matrices from the Virginia Department of Education. Candidates seeking an endorsement in elementary education and special education majors are enrolled in the Prescribed Interdivisional Major. This major has been developed to meet all of the content requirements for the elementary, middle and special education

endorsement programs. Candidates seeking an endorsement in middle education take additional content coursework from the major area in which they wish to teach. This is accomplished through the flexibility of the PIDM major. The VWC Education Department offers content-specific endorsement programs in: visual arts, biology, chemistry, Earth science, English, French, German, Spanish, mathematics, history and the social sciences. Candidates in these programs take coursework that prepares them to teach the Virginia Standards of Learning. The Education Department completes the required curricular requirements by providing the professional knowledge base that enables the candidates to be proficient in teaching their discipline. Degree audits conducted by faculty advisors verify that all requirements are met prior to graduation and program completion.

a. **Candidates demonstrate that they have a full command of the English language, use standard English grammar, have rich speaking and writing vocabularies, are knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas**.

   Candidates must complete six writing intensive courses in addition to the two required General Studies English courses. The professional education program has identified a course, INST 482: Issues in Education that serves as one of the writing intensive courses recommended for its candidates. Candidates in this course are required to complete an action research project that requires a written and oral presentation as a part of the College's Oral Communications Proficiency assessment for all graduates. In the field, during student teaching and field practica, candidates have been rated highly by field supervisors and cooperating teachers. During interviews with graduates, student teachers, and candidates, all demonstrated a solid command in the use of the English language and expressed confidence in their command of content knowledge in this area.

b. **Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.**

   Candidates take coursework in mathematics which includes College Algebra (Mathematics 104 and Mathematics 105), Statistics (Mathematics 106), and Geometry (Mathematics 225). Review of Praxis I and Praxis II results indicate that candidates have the ability to problem solve and reason mathematically. To further demonstrate their ability to make mathematical connections, the candidates must use statistical analysis during the INST 482: Issues in Education course and during student teaching. Feedback from cooperating teacher evaluations and site supervisor evaluations indicate that candidates have command of their content knowledge.

c. **Candidates demonstrate that they develop and use experimental design in scientific inquiry, use the language of science to**

communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers.

Candidates complete coursework from the General Studies in the sciences to foster scientific inquiry. Candidates take science courses in biology, physical science, and environmental science imbedded in the PIDM curriculum. Candidates in the PIDM and secondary majors take sufficient coursework in science and technology to make informed decisions to investigate phenomena.

d. **Candidates demonstrate that they know and understand our national heritage; and have knowledge and skills in American and world history, geography, government/political science, and economics that create informed and responsible citizens who can understand, discuss, and participate in democratic processes.**

The General Studies curriculum provides candidates the background knowledge to understand our national heritage and have sufficient knowledge of American and World History. This is ensured through the Historical Framework requirement of the General Studies curriculum. Candidates complete 21 hours of coursework in history and social sciences.

e. **Candidates demonstrate that they have supporting knowledge in fine arts, communications, literature, foreign language, health, psychology, philosophy and/or other disciplines that contribute to a broad-based liberal education**.

True to VWC's commitment to the liberal arts, teacher education candidates take courses from the General Studies Frames of Reference, which includes courses in fine arts, communications, literature, foreign language, health, psychology and philosophy. VWC has a strong commitment to communications and foreign language as evidenced in their General Studies requirements.

f. **Candidates take basic entry-level competency assessments prescribed by the Virginia Board of Education.**

Candidates are required to take and pass all assessments prescribed by the Virginia Board of Education. Results from the 2006-07 Praxis and 2007-08 Title II Higher Education Act (HEA) reports indicate all candidates are passing Praxis I and the VCLA. The 2006-07 and 2007-08 Title II HEA reports indicate that 100 percent of the program completers are passing the VCLA. Additional assistance is provided to candidates to help them pass the assessments. The College recently purchased Learning Express to assist all college candidates in preparing for Praxis and other assessments.

g. **Candidates achieve passing scores on professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.**

Candidates have demonstrated proficient content knowledge necessary to pass the content and licensure assessments prescribed by the Virginia Board of Education. Results reported on the 2006-07 and 2007-08 Title II Report indicate a one hundred percent passage rate for all program completers. Documentation supplied by the professional education program indicates that any candidates not successful on the required Praxis II assessments are required to create a Praxis Assistance Plan with a faculty member to review prior to the next administration of the assessment.

2. **Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to work with a variety of students, including those from diverse backgrounds, and to have a positive effect on student learning. Indicators of the achievement of this standard shall include the following:**

a. **Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth; the complex nature of language acquisition and reading; and an understanding of contemporary educational issues including the prevention of child abuse, appropriate use of technology, and diversity.**

Multiple methods are used to ensure candidates have appropriate knowledge and skills to be effective in the classroom. Professional Studies and major field courses provide the knowledge to candidates. EDUC 225: Characteristics of the Learner provides the conceptual knowledge to effectively handle the physical, neurological, social, emotional, intellectual and cognitive development of children and youth. Content from this course is integrated and reinforced in other professional studies methods courses. The knowledge, skills and dispositions taught in EDUC 366: Classroom Management and Teaching Strategies are refined during the practicum experiences. These skills are validated during the field-site supervisors' observation reports, Education Practicum Evaluation Form evaluation, INST 482: Senior Integrative Experience and ultimately during the student teaching experience.

Results collected by the professional education program from their Summative Evaluation of Pre-Service Teaching form validate candidates' ability to have a positive impact on the classroom. Over 90 percent of the candidates in 2007-08 met or exceeded the criteria for working with diverse candidates. The ability to teach reading is evidenced by the completion of two reading courses (EDUC 320: Teaching of Reading Language Arts and EDUC 321: Diagnostic Teaching of Reading) and passage of the VRA. The interdisciplinary nature of the General Studies provides the background knowledge needed to complete the online Child Abuse and Neglect service

module required by the Virginia Department of Education. This module is required and completed in SPED 371: Foundations/Legal Issues in Special Education or in the student teaching seminar. The Virginia Technology Standards are taught in the INST 303: Applied Technology for Innovative Teaching course. The Summative Evaluation of Pre-service Teachers assessment rated candidates highly for their use of technology; an aggregated score of ninety-one percent was reported for the 2007-08 academic year.

b. Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods for teaching the content area, classroom and behavior management, selection and use of teaching materials and evaluation of student performance.

The ability to teach reading is evidenced by the completion of two reading courses (EDUC 320: Teaching of Reading/Language Arts and EDUC 321: Diagnostic Teaching of Reading) and passage of the VRA which validates the acquisition of skills by the candidates. Behavior management skills are taught in EDUC 366: Classroom Management and Teaching Strategies. Student teachers also were rated highly on their ability to manage the classroom environment.

c. Candidates demonstrate the ability to have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance.

All candidates must demonstrate that they have a positive impact on student learning during their practica and student teaching experiences. Data are collected through candidate journals and cooperating teacher observational feedback. These data are summarized in student teacher portfolios and Pre-service Teacher Formative and Summative Evaluations.

d. Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity.

The faculty and candidates at VWC are most proud of the new technology they have been able to acquire in the last year. The professional education program has installed a SmartBoard in the dedicated classroom located in Pruden Hall. This classroom is shared by all professional education faculty and allows them to teach and model technology use for their students. Candidates also take INST 303: Applied Technology for Innovative Teaching. This course requires the candidates to integrate technology into lesson plans that are later applied during field experiences. The professional education program has developed an Instructional Technology Competency Rubric (ITCR) to validate candidate proficiency with technology. INST 303 also allows candidates to meet the Technology Standards for Instructional Personnel (TSIP). Feedback from the Employer Satisfaction Survey (ESS)

and the Summative Evaluation for Pre-service Teachers confirms candidates' ability to use technology.

e. **Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.**

Candidates learn to analyze and use data for assessment and student learning in multiple courses at VWC. These skills are demonstrated during the INST 482: Senior Integrative Experience and during student teaching. Candidates in INST 482 are required to complete an action research project that requires them to collect and present the finding they have discovered in their research. Candidates further demonstrate the ability to use data during student teaching. Feedback from cooperating teachers on the Summative Evaluation of Pre-service Teachers indicated candidate use of data as 63 percent met the standard and 31.7 percent exceeded the standard for a total of 94.7 percent of candidates demonstrating the ability to use data to inform their instruction.

3. **Candidates in graduate programs for other school personnel demonstrate competencies for educational leadership roles as school superintendents, principals and/or assistant principals, central office administrators and supervisors, school counselors, reading specialists, mathematics specialists, or school psychologists. They demonstrate the knowledge and understanding to lead schools that use effective educational processes, achieve increased student learning, and make strong and positive connections to the community.**

N/A – VWC does not offer graduate programs for other school personnel at this time.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: Met Minimally with Significant Weaknesses

Weaknesses:

While candidates ultimately demonstrate competent performance, three issues emerged during the on-site review that made the evaluation of this standard problematic in terms of professional education program accreditation: lack of an overall unit assessment approach or plan, the lack of longitudinal data, and the fact that candidates proceed far into the program before formal admittance. To be more specific, a clear professional education program assessment plan with candidate benchmarks that would enable a systematic approach to evaluating the overall assessment of candidate performance was not evident. The lack of longitudinal data makes it difficult to validate candidate performance and productivity from the last accreditation cycle. And, the current method used for admission to the teacher education program revealed that candidates are allowed to take courses well into the major before being formally accepted into the teacher education program. Reports provided to the review team show a large number of candidates in the PIDM major; but, candidates are not admitted into the teacher education program until the semester before

student teaching. Moreover, it was very difficult to ascertain how many students were actually in the education program as the numbers differed across both internal and external reports. During the interviews with the candidates, the students voiced a concern about "identity" in terms of when they truly become candidates in the program. An analysis of the scores of the required standardized assessments revealed, in some cases, no clear set of benchmarks for passing until entrance into the formal student teaching experience.

Comments and Recommendations:

- A major strength of the professional education program is the commitment to the candidates. During interviews with graduates, student teachers and candidates, the overarching message was how dedicated the faculty are to ensuring candidates become competent teachers. The individualized attention that each candidate receives truly does underscore the program's mission to prepare teachers "one by one."
- Development of an overall program assessment plan is recommended in order to more systematically evaluate candidates and overall program quality. This would provide the basis for a longitudinal analysis of program effectiveness and continuous progress.
- The department needs to more clearly articulate the point of entry into the education program, with clear benchmarks for areas such as matriculation, deadlines for admission, and standardized testing.

C. Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

1. The full-time and part-time professional education faculty, including school faculty, adjunct faculty and others, represent diverse backgrounds, are qualified for their assignments and are actively engaged in the professional community. Indicators of the achievement of this standard shall include the following:

a. Professional education faculty have completed formal advanced study; have earned doctorates or the equivalent, or exceptional expertise in their field.

Three of the four full-time faculty members hold terminal degrees. The fourth faculty member holds a master's degree with 30 hours toward a doctorate. This faculty member has taught courses in preK-6 at the college level for over 24 years and has many experiences relative to the field of elementary and early childhood, providing the necessary exceptional experience in the field. The Director of Field Experiences has a master's degree in administration and supervision, a preK-6 teaching license and 8 years of teaching experience at the elementary level. The diversity in this group is limited. All are Caucasian with four females and one male.

A number of other professionals support program delivery on a part-time basis. Some of these individuals hold terminal degrees, with all having achieved the master's degree. All are qualified for their roles vis-à-vis their experience in the field and/or post-graduate work. Again, diversity of this group of faculty is limited.

b. Professional education faculty have demonstrated competence in each field of endorsement area specialization.

According to evidence gathered through interviews with the Dean of the College, the social sciences Division Chair, adjunct faculty, supervisors of field experiences, partnership representatives, the education faculty, and candidates are competent in their fields of specialization. Additional information was found in the faculty vitae, the well-designed and standards-based syllabi created by this group, and by the caliber of the students graduating from the Virginia Wesleyan teacher education program. Comments from many of those interviewed and from discussions with the students themselves clearly indicated the level of excellence the faculty possess.

c. Professional education faculty demonstrate understanding of current practice related to the use of computers and technology and integrate technology into their teaching and scholarship.

A review of education course syllabi indicates appropriate and frequent use of technology, not only in the teaching of the courses but in what is expected from students in their use of computers and other technology. The faculty and students have had training through the Education Department's technology professor, Dr. Pati Terry, and by their Director of Field Experiences, Mrs. Stacey Wollerton. In the spring of 2008, Virginia Wesleyan added a dedicated technology classroom for the Education Department in Pruden Hall that included a new SmartBoard and Senteo student response devices.

Other evidence of technology use and instruction was found in student assignments and experiences with PowerPoint presentations, effective and creative use of the overhead projector, computers in general for many activities, and the incorporation of a number of course-related DVDs and videotapes.

d. Professional education faculty demonstrate understanding of Virginia's Standards of Learning.

Course syllabi for education students indicate that the Virginia Standards of Learning (SOL) are adequately addressed. These syllabi are currently under review with the Virginia Department of Education to determine if the required competencies are being taught. In some cases, a reference to the inclusion of the SOL was present in course description, but in the body of the syllabus, it was not always clear as to how this would occur. There were a very limited number of student-produced projects and papers (e.g., units of instruction,

research papers, portfolios, and other projects) to show how students are applying their knowledge of the standards. However, candidate interviews with selected students gave very clear evidence that the importance of SOL was stressed and required in all courses, student lesson plans, student units of instruction and other projects.

e. Professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional implications.

Interviews with candidates, information from exit surveys, and student evaluations of faculty, along with the variety of ways in which course information is presented to and then applied by students appear to indicate that the faculty have an understanding of cultural differences and exceptionalities. Students articulated their thorough preparation through their coursework to work with diverse populations and their many opportunities to apply this knowledge in their fieldwork. In addition, a statement concerning accommodations for students with special needs is present in all syllabi giving assurance that students are taught in a differentiated manner. Interaction seen between faculty members and students who are culturally different from them appeared to be very warm and genuine, another indicator of faculty understanding and celebration of student differences.

f. Professional education faculty who supervise field experiences have had professional teaching experiences in preK-12 school settings.

The majority of field experiences at VWC are supervised by a group of 20 adjunct faculty. There was mixed acceptance of this supervision from the candidates interviewed. Some felt that they would rather have the full-time faculty provide supervision since students know them and have a closer relationship with them. Others seemed to appreciate the diversity of expertise offered through a variety of adjunct supervisors. The reality of the situation at VWC, however, does not allow for the full-time faculty to be more involved in field experiences because of heavy on-campus course loads and other responsibilities. Dr. Karen Bosch supervises EDUC 367: Classroom Management Practicum and Dr. Jayne Sullivan has supervised EDUC 330: Elementary Practicum.

Interviews with some of the adjunct supervisors and a careful review of all adjunct supervisor experience and expertise showed that this is a group of quality individuals who are competent and effective in mentoring and guiding candidates. They also appear to have the skills to work well with cooperating teachers and administrators in the various school divisions, and experience in the grade levels that they supervise.

g. Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in preK-12 schools.

Faculty vitae and interviews indicate a wide variety of activities concerned with the professional world of practice and the design and delivery of instructional programs in preK-12 schools. Each of the four full-time faculty members is appropriately involved in the schools through partnerships, projects and advisory boards. They actively participate on the Region 2 Staff Development Council, provide workshops for first-year teachers in the Norfolk Public Schools, serve as members of this division's Guiding Coalition, and perform volunteer work in the Virginia Beach City Public Schools. All members are active in their new Bayside area partnership in which they are providing assistance to a challenged local middle and high school. Many other examples of active preK-12 school involvement also were found.

h. Professional education faculty are actively involved in professional associations and participate in education-related services at the local, state, national, and international levels in areas of expertise and assignment.

The full-time faculty is very heavily involved in numerous key professional organizations that are closely related to their fields of instruction and study. Some examples of this involvement include presentations at the local, regional, and national levels on topics related to their fields: classroom management, religion in the classroom, new-teacher mentoring, and others. They also serve on and are officers in numerous advisory boards and organizations such as the Advisory Board for Early Childhood Programs at Tidewater Community College, the Guiding Coalition for Norfolk Schools, Association for Teacher Educators (ATE), Virginia Association for Colleges of Teacher Education (VACTE), National and Virginia Association for the Education of Young Children, International Reading Association, Council for Exceptional Children, and the Association for Supervision and Curriculum Development.

2. Teaching in the professional education program is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice. Indicators of the achievement of this standard shall include the following:

a. Professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement.

A review of course syllabi, student work, discussions with faculty and students, and the expertise and experiences noted in faculty vitae give evidence of an appropriate use and understanding of instructional teaching methods. It appears that faculty understand and model these approaches in their classes and then require students to learn and apply them in their own work, both in class and in the field. Some of the theories and methodology seen emphasized in various courses include those of Piaget, Marzano, Gardner, Hunter, Bloom, and Jensen for learning theory; and Kagan, Glasser, Kounin, Canter, Jones, Stahl, Stanovich, and McKenna for classroom management and reading.

b. The teaching of professional education faculty encourages candidates to reflect, think critically and solve problems.

Review of the syllabi and interviews with full-time and adjunct faculty and students document that the methodology and learning theories discussed in **2-a** are used in the instruction of many of the VWC education classes. As a result, candidates are often systematically required to reflect, think critically, and solve problems. Some of the specific ways that were mentioned for achieving this were the ending of each class with a feedback card for reflecting and for letting the instructor know that more clarification was needed for some of the information covered; the use of real-life problems to be solved in class, either individually or in groups; the use of constant interaction between student and instructor during the class; employment of a constructivist approach to force students to use prior knowledge and then formulate their own understanding of what is being taught; and finally, a consistent modeling of all these strategies so that students will be able to see how to implement these methods in their own classrooms after they graduate.

c. The teaching of professional education faculty reflects knowledge and understanding of cultural diversity and exceptionalities.

See section **1-e** for indicators to address this standard.

d. The teaching of professional education faculty is continuously evaluated, and the results are used to improve teaching and learning within the program.

Student course evaluations are completed each semester for all VWC faculty. These are sent to the Vice-President for Academic Affairs for use in determining the faculty effectiveness, promotion, and salary. Within two weeks of the end of the semester, these evaluations, along with student comments, are shared with the faculty member, providing information for improving the courses being taught. This feedback also is used by faculty to reflect on goals set for the previous year and then to set new goals for the upcoming year. According to interview information from administrators, education faculty rate highly on these evaluations and seek to continuously improve the quality of their teaching. Examination of faculty evaluations was not possible due to privacy issues.

3. The professional education program ensures that policies and assignments are in keeping with the character and mission of the institution or other education program entity and allows professional education faculty to be involved effectively in teaching, scholarship, and service. Indicators of the achievement of this standard shall include the following:

a. Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship,

and service, including working in preK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

Faculty members are required to report annually through the use of a Professional Activities Form their workloads and their related involvement in scholarship and service, including working in preK-12 schools, curriculum development, advising, administration, institutional committee work and other internal activities. According to the information found on these forms and discussions with the faculty, the workloads for all full-time faculty are high, even with a reduction in teaching loads from 4/4 to 4/3 implemented after the last VDOE review in 2004. Advising loads of 40-50 students and many outside department-related activities in addition to the teaching and committee work appears to exceed the normal limit to ensure effective functioning of the department.

For example, the Director of Teacher Education/Education Department Coordinator is currently granted only a 2/3-course release from teaching. Teaching a two-course load per semester represents a one course per semester reduction since the 2004 review. This does not leave sufficient time to perform the extensive administrative duties that were highlighted in the 2004 report findings.

b. Policies governing the teaching loads of professional education faculty, including overloads and off-site teaching, are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service.

The Dean makes decisions regarding teaching loads, including overloads and off-campus teaching. As reported by the Director of Teacher Education, these decisions are mutually agreed upon. However, with only four full-time faculty available to divide the amount of work required to run the department, it is recommended that another full-time faculty member be hired to share the load.

c. Recruitment and retention policies for professional education faculty include an explicit plan with adequate resources to hire and retain a qualified and diverse faculty. The plan is evaluated annually for its effectiveness in meeting recruitment goals.

According to the Dean, there is a plan for hiring and retaining qualified and diverse faculty. However, because of budget constraints at this time, the Education Department is currently third in line behind two other departments to hire an additional member. Since the Education Department is one of the largest on campus for number of students, it would be hoped that this could be taken into consideration in the hiring of new faculty at VWC.

VWC and the Dean are to be commended on their recently revised tenure plan, which more clearly articulates benchmarks, timelines, and expectations.

The committee felt that this new plan will have a positive impact on both faculty recruitment and retention.

4. **The professional education program ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty. Indicators of the achievement of this standard shall include the following:**

   a. **Policies and practices encourage professional education faculty to be continuous learners.**

      According to information found on pages IV-1 through IV-6 of the Virginia Wesleyan College Faculty Handbook, there are a number of policies and practices in place that serve to encourage professional faculty to be continuous learners. Scholarly endeavors and research are promoted along with participation in professional development activities, membership in professional organizations related to their disciplines, conference participation and attendance, and leaves of absence and sabbatical leaves to support academic study, research or travel. VWC reserves two one-hour periods during the week that faculty can meet. This practice was used to advance the SACS QEP project that encouraged all faculty to use active learning pedagogies and focused on how to bring community into the classroom. This practice exemplifies the "whole-campus" approach that is characteristic of the culture of continuous learning.

   b. **Support is provided for professional education faculty and others who may contribute to professional education programs to be regularly involved in professional development activities.**

      Page IV-4 of the VWC Faculty Handbook specifies the monetary support for various faculty development activities and professional membership reimbursement. It also gives the application guidelines for leaves of absence and sabbatical leave. However, even though the amount per faculty member travel and conference attendance was increased from $250 to $350, it was discussed during the interview with the Dean that this amount is still not substantial enough to support the activities usually expected of education department faculty who wish to practice continuous improvement. The Dean agreed that additional funds should be made available.

   c. **Professional education faculty are actively involved in scholarly activities that are designed to enhance professional skills and practice.**

      See section **1-h** for indicators to address this standard.

   d. **Regular evaluation of professional education faculty includes contributions to teaching, scholarship, and service.**

      Page IV-4 of the Virginia Wesleyan College Faculty Handbook outlines the requirements for the regular evaluation of faculty with its three main categories

of effectiveness in teaching, professional vitality, and service. In order to systematically assess these areas, each faculty member must complete an annual Professional Activities Form to be submitted to the Academic Dean. In addition, the faculty also are evaluated by their Division Chair according to four areas: teaching, scholarship, service, and advising. These evaluations are used for faculty improvement and also for decisions on tenure, promotion, and post-tenure review.

Evidence already has been indicated for each of the full-time faculty members in all of these areas with the exception of advising. A document dated October 3, 2008, provides the guidelines to be used for evaluating, advising, and mentoring. A list of eight categories to be considered in this process is included. However, data indicating the performance in advising and mentoring of the education faculty were not provided.

e. Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty.

Interviews with the faculty, the Dean, and the Division Chair confirmed that the evaluation process outlined in the faculty handbook was being used as stated. Because of confidentiality issues, there was a reluctance to share these evaluations and the committee did not wish to violate the privacy policy. It was verbally reported, however, that the majority of the evaluations were positive. Another issue emerged related to faculty evaluation. As noted in the 2004 site visit, the Department Director (then coordinator) is not a participant in the faculty evaluation process. As such the Director does not have formal knowledge of faculty members' productivity or needs. Individual faculty members meet with the division chair; no formal information is shared with the Director that might be of help for faculty support and professional development.

Recommendation for Standard 3: **Met Minimally with Significant Weaknesses**

Weaknesses:

In the 2004 Unit Review Team Report of Findings, three weaknesses were cited in regards to the professional education program faculty: lack of diversity, the coordinator/director's heavy teaching load, and the coordinator/director's involvement with or knowledge of education faculty evaluation. These situations continue to exist and need attention.

Comments and Recommendations:

- The continued lack of diversity in both the full-time and adjunct faculty is an issue that should be rectified, if at all possible, when new faculty members are considered, especially with the growing number of multicultural students at VWC. While the current economic situation may preclude the hiring of full-time faculty, progress can be made in terms of employing a diverse pool of faculty in part-time or adjunct status.

- The roles and responsibilities of the Director continue to expand. As such, the Director's teaching load should be reduced to ensure smooth program operation. Relocation of the Director to co-locate with other program faculty and administrative staff also would facilitate program operation.

- As the complexity of administration of education programs continues to escalate, it is strongly recommended that training and mentoring be provided to those faculty members who will assume leadership roles in the Education Department.

- The continued concern is that although faculty members see and discuss their own evaluations with the Division Chair, the Director of Teacher Education/Department Coordinator does not have access to the evaluations and goals of the members of the department. Management of the program and improvement of instruction are two major components of the Director of Teacher Education/Department Coordinator's responsibilities. It would therefore be useful if he could discuss evaluations and goals with the members of the department to allow for commendation and celebration of the positive aspects and to make suggestions for areas in need of improvement.

D. Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

1. The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs. Indicators of the achievement of this standard shall include the following:

a. The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.

The VWC president has issued an official letter stating that the Director of Teacher Education/Coordinator of the Education Department has responsibility for the teacher preparation program and is Wesleyan's agent for confirming that students enrolled in the program have fulfilled all Virginia Department of Education requirements for licensure. In other documents reviewed, the Director is also responsible for the recruitment of pre-service teacher education candidates, curriculum decisions, facilitating departmental teaching schedules, instructional budgets, supervision and evaluation of faculty members, program reviews, requests for new faculty positions, departmental assessments, and the allocation of resources for activities in the professional education program. However, from evidence reviewed, decisions involving the areas of faculty selection, tenure, promotion, and retention are made by the Division Chair, the Vice-President for Academic Affairs, and the President. From conversations with several

individuals, the Director may not even be asked for a letter of evaluation concerning an Education Department faculty member at the various levels of review for tenure and promotion even though this person should have the most pertinent knowledge regarding the performance of the full-time education faculty. In a document reviewed concerning the job description of the Coordinator (now Director) of the Education Department, it was noted that the description has been in a revision process since February 16, 2001. There is evidence in the various VWC organizational charts that the Coordinator of the Education Department reports to the Social Sciences Division Chair. In an interview with the current Vice-President for Academic Affairs, it was stated that the division chairs have been given greater authority over the coordinators and programs within their respective divisions. To give stability and vitality to the teacher education program, the Director should be formally involved in the evaluation of education faculty.

Related to governance in support of the curriculum, the education faculty have developed a close working relationship with the general education faculty resulting in a shared support of such needs as changes in course content to meet revised standards and an awareness of the expectations schools have for new teachers, including Virginia Standards of Learning. Content area faculty willingly provide observations of student teachers, another indication of a cooperative working relationship. Adjunct faculty are allowed to have active participation in departmental planning because VWC has made a concerted effort to integrate them into the general faculty. As a result, adjuncts reported they feel that they are an essential part of the VWC as a whole.

b. The program has a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education programs as well as the future capacity of its physical facilities.

From evidence reviewed, the professional education program had a 2004-2009 Long Range Plan that has been completed with the exception of the establishment of several partnerships. The 2009-2014 Long Range Plan is divided into five goal areas with a total of 19 goals:

1) Enhance the curricular framework—VWC's curriculum reform;
2) Secure and provide resources appropriate for size of department;
3) Develop and expand partnerships with community schools;
4) Identify, attract, and retain students at a level appropriate for available resources and staffing; and
5) Secure and provide support and funding for professional development opportunities for education faculty, staff, and candidates.

Each of these areas has a projected target completion date with a faculty member assigned as the facilitator. The target dates are spread throughout the five-year period, which ensures that the program is monitored on a regular basis to maintain its vitality. This plan will help the professional

education program utilize its physical facilities to the utmost. The move to Pruden Hall has given identity to the program with offices of two of the four full-time faculty members and the Director of Field Experiences located there. The education students working towards licensure indicated that they "now have an identity and a place to call home for their program."

c. **Candidates, school faculty in partnering school divisions, adjunct faculty, and other members of the professional community are actively involved in the policymaking and advisory bodies that organize and coordinate programs of the professional education program.**

In reviewing the minutes of the Education Department meetings, the minutes of meetings of the Teacher Advisory Committee, and the minutes of the Community Education Advisory Committee, it is evident that there are concerted efforts to involve many different constituencies (VWC faculty, partnering schools, adjunct faculty, and other members of the professional communities) in both policymaking and advisory bodies. These constituencies have met in their respective committees and provided excellent advice and guidance to the professional education program.

d. **Policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.**

In statements published in the VWC catalogue, the Faculty Handbook, and the official College Web site, it is evident that VWC has policies and practices that are nondiscriminatory and guarantee due process to all staff and faculty. Since the professional education program falls under the auspices of the College, these same policies and practices also are guaranteed to pre-service candidates in the education program.

2. **The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates. Indicators of achievement of this standard shall include the following:**

a. **The size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical support staff support the consistent delivery and quality of each program offered.**

Included on a list of education faculty and supervisors available for review were four full-time faculty, one Director of Field Experiences, 11 adjuncts, and seven supervisors. On a list of education candidates/graduates given for review, there were 140 names with only seven indicated as being admitted to the professional education program. However, there are 22 students completing their student teaching. If the admission policy states that a student must be admitted to the Education Department before student

teaching, there should only be seven students completing their student teaching. Across census documents, the numbers of students in the education program varied widely and created a great deal of confusion in terms of the team's capability to evaluate program activity and quality.

The number of Education Department full-time faculty emerged as an issue when considering the status of education programs at VWC (i.e., having a significant number of students in relation to the entire VWC student body), the potential for growth given the need for teachers; the potential of the Alternative Certification for Teachers program, the need to reduce the number of adjuncts especially related to off-campus supervision, and the need to diversify the profile of the faculty to more closely match the population served by the communities surrounding VWC.

A part-time staff person is available for clerical support of the Education Department. However, with the increased level of accountability through the partnership and biennial reporting to the VDOE; the collection and submission of selected statistical data to the State Council of Higher Education for Virginia; recordkeeping regarding the admission of students to the Education Department; tracking the students' scores on Praxis I, the VCLA, the VRA (if applicable), and Praxis II; and many other required tasks, there must be full-time staff support for the Education Department to support the faculty in order for them to be able to offer consistent and quality programs.

In interviews with faculty from other disciplines that are a part of the PIDM, a major for the elementary and special education track students, various College administrators, other staff, the Dean of the College, and the President of the College, there is a high regard for the Education Department and a heightened sense of shared responsibility for the education of the students enrolled in the teacher education program. This is a strength that is to be commended for all involved at VWC. In an interview with the President of the College, the statement was made by Dr. Greer that the teacher education program is the "crown jewel" of the College. Again, this speaks to the high regard by the College community for the program.

b. Facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program, and

c. Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes, and

d. The institution provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to higher education faculty and candidates.

Response to **2b-d**: In conversations with the faculty, students, and adjunct faculty, the facilities in Pruden Hall for the Education Department were given high marks. Everyone was very appreciative to have a common location for the department. The equipment in the new technology classroom in Pruden is adequate for classroom instruction. It contained the SMART Board technology, a computer with a ceiling projection system, and the Senteo Assessment Software 2.0, which is the interactive response system that allows the teacher to quiz students and then instantly analyze and report on student and class progress. Additionally, the faculty and students have access to many other campus-wide technologies as reported during an interview with the chief technology officer, Mr. Dmoch, and the Institutional Technology Coordinator, Ms. Takacs. There is a dedicated lab where Ms. Takacs provides training to faculty and student in the use of new technology and software. She also provides support for Blackboard in the lab. Starting in FY 2008-09, VWC implemented a technology fee for all students. The revenue generated from this fee enabled Computer Services to implement state-of-the-art technologies. In FY 2009-10, the College will upgrade a significant number of faculty and staff computers, upgrade computers in the Clarke 125 classroom, add instructional technology in another classroom through a Digital Age Initiative grant, install wireless connectivity in all student residence halls in two of the campus Villages, and provide a computer to any student who is in need of one for instructional purposes.

The Vice-President of Finance reported that budgetary resources allocated for the Education Department were equitable when compared to other academic departments based on size and the number of faculty. Compared to fiscal year 2009, the College has reduced the operating budget by $1.4 million for fiscal year 2010. While the Education Department needs to increase its overall budget for the continued excellent delivery of its program and to allow for growth, it simply is not prudent to make such a request given the current state of the economy. When budgetary resources return to a pre-2008 status, the College should address the needs of the Education Department.

In an interview with the Director of the Library, Ms. Pace, it was shared that the Education Department receives seven percent of the book budget allocation with eight percent being the highest percentage. Also, there is a section in the library that has an excellent collection of children books that can be used as resources for the elementary curriculum and reading students. (The library also houses the Education Resource Center, which includes texts and resources related to various education topics, including two full preK-6 basal reading series. The ERC is maintained by Student Virginia Education Association members and the library staff. The library also has recently purchased two major resources for education students housed in the References section of the library. These materials were not available for visual inspection during the state review due to recently completed remodeling of the Library.)

3. **The professional education program shall ensure that full-time, part-time, and adjunct faculty are provided with appropriate resources such as office space, access to technology, teaching aids, materials and other resources necessary to ensure quality preparation of school personnel.**

   In an interview with full-time, part-time, and adjunct faculty, all reported they were provided with appropriate resources, especially an adjunct office space. They also reported that they had access to technology, teaching aids, materials, and other resources. In evidence provided for review, there were lists of materials such as mathematics and science manipulatives, education videos and CDs, professional journals, and directions for access to the learning and writing centers. They were very complimentary of these resources as it ensured that they were able to deliver a quality preparation necessary for all education students.

   Related to technology resources and professional development support, evidence of VWC support and faculty collaboration was evident during the discussions with faculty about the ways they share knowledge and practices during the weekly open time for faculty to meet. Specific to this standard is the plan of a faculty member from the Recreation Department to share expertise developed during a leave regarding student electronic portfolios. This type of professional community sharing underscores the resource capital available among the faculty as a whole in meeting needs for quality education, especially in lean economic times.

Recommendation for Standard 4: **Met**

Weaknesses:

Two weaknesses identified in the 2004 report persist: a clarification of the Director's (then Coordinator's) roles and responsibilities and need for clerical support. The Director's job description has been in revision since 2001. Of particular concern with the Director's job description is the continued need for clarity on the role of director related to faculty evaluation and professional development support. In terms of clerical support, while the administration has attempted to increase the personnel assigned to the Education Department, the amount of support needed has not kept pace with the increased reporting requirements for professional education units to meet state and federal reporting and accreditation standards.

Comments and Recommendations:

- VWC is commended for investing resources into the professional education program since the 2004 accreditation review. It is clear that the College values the program. Given the program's potential for growth and potential to add value to the College especially during the current economic times, it makes sense to invest in program and new entrepreneurial activities in the future.
- VWC is commended for equipping a dedicated technology classroom in Pruden Hall for education students. This not only enables students to meet the Virginia Technology Standards but also to be better prepared to use the technology in the

public schools where the various field experiences and student teaching placements occur.

- The Director's job description must be finalized to meet the current organizational needs and realities. The Director must be given a clear role in the evaluation of full- and part-time faculty.
- As noted in Standard 3, the College should make an effort to relocate the Director to Pruden Hall to facilitate program administration and complete the location of the teacher education program into the same area.
- As noted in Standard 2, the admission policy of the Education Department must be revised to allow students to be admitted to the education program much earlier in their coursework and in their licensure program. The more accurate accounting of students will facilitate resource allocation and planning for program design and needs.
- As noted in the 2004 Unit Team Report of Findings, full-time clerical assistance should be hired to support the professional education program.
- As a final note related to diversity and program marketing and given VWC's liberal arts tradition and mission "to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world," it would be highly advantageous for the College to communicate to its public via photographs in brochures and other published material the diverse student body currently on the campus and the welcoming community that supports all students who become part of the VWC family.

APPENDIX A
Virginia Wesleyan College
Materials Located in the Exhibit Room

Standards	**Professional Education Program Response**	**Indicators of Achievement/Evidence for Review of Program**
1. Program Design	1. Philosophy, Purposes, Goals	Mission Statement
		Goals
	2. Competencies Met	Professional Education Competency Chart
		Forms: 4-year programs of study
	3. Knowledge base	Conceptual Framework
	4. Collaborative Program Design	Approved Program Matrices
		School division data folder
	5a. Prescribed Interdivisional Major (PIDM)	Web: Advisory Guides
	5a-c. Evaluation	Student Course Evaluations
		Exit Survey
		Graduates Survey
		Assessment of Professional Knowledge
		VWC Teacher Education Advisory Committee
		Community Education Advisory Committee
		Employer Satisfaction Survey
		Praxis I and II assessments
		Virginia Reading Assessment (VRA)
		Virginia Communication and Literacy Assessment (VCLA)
	6a-c. Field Experiences	Field Experiences Chart
		Student Performance Portfolio
		Formative and Summative Evaluations
	7a. Collaborative Program Evaluation	VWC Teacher Education Advisory Committee
	7b-d. Collaborative Partnerships	Community Education Advisory Committee
		Partnership Matrix
		Region 2 Staff Development Council
		School Division Data
2. Candidate Performance on Competencies for Endorsement Areas	1a-e. General Education Requirements Knowledge Base	Courses/experiences in English, mathematics, sciences, history, social sciences, and others, which may include fine arts, communications, literature, and philosophy
	Integrated Program	Approved Program Matrices
		General Requirements Audit
		PIDM Audit
		Praxis II assessment
	Evaluation	Student Course Evaluations
		Oral Competency Assessment
		Computer Literacy Assessment
		Praxis I results
		Praxis II results
		VCLA
	1f-g. Candidate Assessment	Praxis I

Standards	Professional Education Program Response	Indicators of Achievement/Evidence for Review of Program
		VCLA
		VRA
		Praxis II assessment
	2a. Candidates prepared to work with diverse students	Child Abuse Prevention Training
		Professional Education Course Audit
	2b. Candidates prepared to teach content, teach reading, manage classroom	Classroom Management Plan
		Practice observations and evaluations
		Reading field assignments and observations
	2c. Candidates have a positive effect on student learning	Lesson Plans
		Practica Observations and Evaluations
		Formative and Summative Student Teaching Evaluations
	2d. Candidates use educational technology	Technology Standards for Instructional Personnel (TSIP)
		Practica and Student Teaching observations and evaluations
		Employer Satisfaction Survey
		Practica and Student Teaching observations and evaluations
	2e. Candidates use data to plan and assess learning	Assessment of Professional Knowledge
		2004-08 Data Reports for SACS
		2004-09 Data Reports for SACS
3. Faculty In Professional Education Programs	1a-b. Faculty Qualifications	List of Faculty-Credentials and Assignments
		Faculty Curriculum Vitae
	1c. Computers and Technology	Faculty Computer Training Qualifications*
		Course Syllabi/Notebooks
	1d. Knowledge of SOL	Course Syllabi/Notebooks
	1e. Cultural Differences/Student Diversity	Course Syllabi/Notebooks
	1f. Professional Teaching Experiences	List of Practica and Student Teaching Supervisors
		Interview with 3
		Faculty Curriculum Vitae
	1g. Professional Practica/Program Design	VWC expectations for continued faculty professional growth
		Education Advisory Committee*
	1h. Professional Associations and Related Service	Memberships/Offices held in professional organizations
		Faculty Curriculum Vitae
		Faculty Professional Activities Form
		Faculty Publications
		Faculty Presentations
		Advisory Board Membership
	2a-d. Teaching is of high quality	Student Evaluations (overview only)

Standards	Professional Education Program Response	Indicators of Achievement/Evidence for Review of Program
		Yearly evaluations by Division Chair (description only)
		Rank and Tenure Expectations
		Exit Survey
3. Faculty in Professional Education Programs	3a-d. Policies and Assignments	Faculty Handbook
		Departmental Job Descriptions
		Advancement and Tenure Policy
		Director of Human Resources*
		Faculty Advisor Handbook
		New Tenure Policy
	4a-e. Competence and Intellectual Vitality	Faculty Handbook
		Education Department Guidelines for Professional Growth
		Summer Grants*
		Travel Funding
		Funding for memberships in professional organizations
		Funding for conference participation
		Sabbatical Policy
		Partnerships
		Student Evaluations*
		Advancement and Tenure Policy
		Professional Activities Form (samples 2)
		Yearly evaluations by Division Chair*
4. Governance and Capacity	1a. Responsibility and Authority	Organizational Chart
		Education Department budget
	1b. Long-Range Plan	Long-Range Plans Notebook
	1c. Policymaking and Advisory Bodies	Minutes from Education Department Meetings
		Minutes from Teacher Education Advisory Committee
		Minutes from Education Advisory Committee
	1d. Nondiscriminatory Practices and Procedures	Faculty Handbook
		Director of Human Resources
	2a. Size and Support of Education Program	List of Faculty and Supervisors
		Lists of Candidates/Graduates
		List of Education Staff
	2b-c. Budgetary Resources/Resource Allocation/Facilities	Budget Report
	2d. Technological Resources and Training	Computer Technology Plan
		Chief Technology Officer
		Computer Literacy Guidelines
		Description of BlackBoard
		Description of MARSIS
		Location of Computer Labs

Standards	Professional Education Program Response	Indicators of Achievement/Evidence for Review of Program
		Software List for INST 303
		Technology Training Opportunities
		Dedicated Technology Classroom
		Committee for Academic Computing
		Description of Online Advising and Registration System
	3. Faculty Resources	Faculty Handbook
		List of Mathematics Manipulatives
		List of Science Equipment
		List of Education Videos
		Education Resource Center (Library)
		List of professional journals
		Learning Resource Center

***Material not examined by on-site review team members.**

APPENDIX B
VWC On-Site Visit Interviewees
April 26-29, 2009

Sunday, April 26, 2009

Professional Education Faculty:	Dr. Malcolm Lively, Director of Teacher Education/Reading Dr. Karen Bosch, Classroom Management Ms. Ginger Ferris, Elementary Dr. Jayne Sullivan, Special Education Ms. Stacey Wollerton, Director of Field Experiences
Graduates:	Ms. Samantha Kinsey, Secondary/Mathematics Ms. Tiffany Leppert-Tran, Special Education
Adjunct Faculty:	Dr. Edward Brickell, Foundations Dr. Linda Scott, Middle and Secondary Methods Dr. Patricia Terry, Instructional Technology

Monday, April 27, 2009

President:	Dr. William T. Greer, Jr.
Dean of the College:	Dr. Timothy O'Rourke
Instructional Technology:	Mr. Jack Dmoch, CTO Ms. Robin Takacs, Institutional Technology Coordinator Dr. Malcolm Lively
Social Science Division Chair:	Dr. Clay Drees
Special Education Faculty:	Dr. Jayne Sullivan
Director of Field Experiences:	Ms. Stacey Wollerton
PIDM Director:	Dr. Deborah Otis
Supervisors:	Ms. Angela Mitchell, Elementary/Middle Ms. Lynn Seltzer, Elementary/Middle Dr. Barbara Davis, Secondary
Student Teachers:	Mr. Matthew Ashby, English Ms. Robyn Backer, Elementary Ms. Antoinette Montella, Elementary Ms. Katrina Kelley, ACT Secondary Ms. Antonia Woods, Elementary, DKG Award

Tuesday, April 28, 2009

Vice President for Finance:	Mr. Cary Sawyer
Liberal Arts Faculty:	Dr. Joyce Howell, Art History Dr. Susan Larkin, English Dr. Dave Garraty, Economics
Elem. School Visit:	Ms. LouAnne Metzger, Principal - Shelton Park Elementary School, Virginia Beach Mrs. Stacey Wollerton, Director of Field Experiences
ACT Coordinator:	Mr. Tom Farley
Open Faculty Session:	Mr. John Braley, Recreation and Leisure Studies Mr. Willy Harrell, Aquatics Director Mr. Philip Guilfoyle, Art Dr. Carol Johnson, English Dr. Doug Kennedy, Recreation and Leisure Studies Dr. Malcolm Lively, Director of Teacher Education Dr. Steve Mansfield, Dean Emeritus Dr. Stuart Minnis, Communications/Journalism
Professional Education Faculty:	Dr. Malcolm Lively, Director of Teacher Education/Reading Dr. Karen Bosch, Classroom Management Ms. Ginger Ferris, Elementary Dr. Jayne Sullivan, Special Education Ms. Stacey Wollerton, Director of Field Experiences
Librarian:	Ms. Jan Pace
Teacher Candidates:	Ms. Amy Christman, Elementary Mr. Timothy Trask, Elementary Ms. Nikki Bernard, Elementary Ms. Leslyn Shaw, Elementary Ms. Oliva Casero, Elementary Ms. William Schisel, Social Studies
Partnerships and Education:	Dr. Mike Clayman, Human Resources, Chesapeake Public Schools Mr. Jeff Hoffman, Assistant Principal, Bayside Middle School Ms. Bermina Nickerson, Assistant Principal, Bayside High School Mr. Dan O'Leary, Principal, Suffolk County Schools Dr. Linda Scott, Principal, Chesapeake Public Schools

No classes were observed during the on-site visit.

Vice President for Academic Affairs
and Kenneth R. Perry Dean of the College

December 11, 2009

Dr. JoAnne Y. Carver
Director of Teacher Education
Virginia Department of Education
101 North 14th Street, 24th Floor
Richmond, Virginia 23219

Dear Dr. Carver:

I enclose Virginia Wesleyan's *Institutional Response* to the *Professional Education Program Review Team Report of Findings*, which describes the results of the on-site review conducted on April 26-29, 2009.

As we show in our *Response*, the *Review Team Report* already has led to significant, salutary changes in our Education Program. The College is grateful to the Review Team for its constructive guidance.

Please feel free to contact me or Dr. Malcolm Lively, Director of the Professional Education Program (757-455-3301) if you have questions about our *Response*.

Sincerely yours,

Timothy G. O'Rourke, Ph.D.

Enclosure

1584 Wesleyan Drive, Norfolk, VA 23502-5599 • (757) 455-3210 • Fax (757) 466-8274
www.vwc.edu

Virginia Wesleyan College

Institutional Response
to the
Professional Education Program Review Team Report of Findings

Timothy G. O'Rourke, Ph.D.
Vice President for Academic Affairs
& Dean of the College

Malcolm Lively, Ph.D.
Director of the Professional Education Program
& Associate Professor of Education

Overview of VWC's Response

On April 26-29, 2009, the Professional Education Program at Virginia Wesleyan College underwent review according to a process approved by the Board of Education of the Commonwealth of Virginia. The document that follows constitutes the College's *Institutional Response* to the *Review Team Report of Findings.* We first address the concerns documented by the Review Team concerning Standard 2 and Standard 3. We demonstrate that these standards should receive a rating of "Met," rather than "Met Minimally with Significant Weaknesses," as indicated in the *Review*. With respect to Standards 1 and 4, which the *Review* treats as fully "Met," we show that we have made significant improvements since the April site visit. Appendices provide evidence to support our *Response* with respect to all four standards.

The Professional Education Program at Virginia Wesleyan College acknowledges with gratitude the revised and factually corrected *Review Team Report of Findings*. We recognize the significance of the findings from the on-site review, which identified areas in which our program can and must improve. In the several months since the review team visited our campus, we have implemented the following specific changes in direct response to recommendations found in the *Review Team Report*:

Education Personnel

- Hired a full-time administrative assistant for the Education Department
- Employed two highly qualified adjunct faculty who add to faculty diversity
- Initiated a national search for an additional full-time, tenure-track faculty member

Administration

- Adopted and implemented a new admissions policy
- Formally modified the role of the Director of Teacher Education to include evaluation of the education faculty
- Relocated the office of the Director of Teacher Education to the departmental suite

We detail these changes at greater length within. While the *Review* made valuable recommendations on which we have acted promptly, it overlooked salutary aspects of the program. Thus, our longer response seeks to offer a fuller, more accurate portrait. We believe that the more complete view of the Professional Education Program, when coupled with the changes we have put in place since last April, justify the award of "Met" (without "stipulations") on all four standards.

Standard 2: Candidate Performance on Competencies for Endorsement Areas

In its discussion of each criterion under this standard, the *Review* describes the Virginia Wesleyan program in unmistakably positive language. Thus, the *Review* notes, among other findings, that:

- "[d]egree audits conducted by faculty advisors verify that all requirements are met prior to graduation and program completion" (criterion 1);
- "candidates have been highly rated by field supervisors and cooperating teachers" (1-a);
- "candidates have command of their content knowledge" (1-b);
- candidates demonstrate the appropriate levels of knowledge in technology and science, social sciences, and the liberal arts generally (1-c through 1-e); and
- candidates take and pass the appropriate entry-level and professional content assessment tests (1-f and 1-g).

The *Review* further observes, again approvingly, that:

- "[r]esults . . . from their Summative Evaluation of Pre-Service Teaching form validate candidates' ability to have a positive impact on the classroom" (2-a);
- "[s]tudent teachers also were rated highly on their ability to manage the classroom environment" (2-b);
- "[a]ll candidates must demonstrate that they have a positive impact on student learning" (2-c);
- "[f]eedback from the Employer Satisfaction Survey (ESS) and the Summative Evaluation . . . confirms candidates' ability to use technology" (2-d); and
- "94.7 percent of candidates demonstrate[d] the ability to use data to inform their instruction" (2-e).

The *Review* finds that VWC plainly satisfies each relevant criterion under Standard 2 and observes, as a general matter, that "candidates ultimately demonstrate competent performance." Despite this positive assessment, the *Review* concludes—surprisingly in our view—that VWC only "minimally" satisfies Standard 2. The *Review* contends that the Education program lacks (1) "an overall unit assessment approach," (2) "longitudinal data," and (3) an acceptable plan for "formal admittance" of candidates into the program. The *Review's* own findings testify to the fact that unit assessment and data collection are plainly sufficient to document performance under the various criteria.[1] A new admissions policy, now fully implemented, solves the third problem cited above (the new policy appears in Appendix A).

In sum, we contend that a balanced view of the strengths and weaknesses of the program, as articulated by the *Review* itself, argues for a finding of "Met" (without stipulations) for Standard 2. Alternatively, we contend that the adoption of the new admissions policy, along with changes in assessment procedures underway, justifies a finding of "Met."

[1] We are, however, in the process of upgrading both our data collection and assessment protocols and expect to purchase and implement *LiveText*, which is a software package both to manage program assessment and student electronic portfolios.

Standard 3: Faculty in Professional Education Programs

Of the four standards covered in the *Review*, the review team offers its most extensive criticism with respect to Standard 3. As we show below, in those instances where the criticism is valid, we have taken concrete action since the team's visit in order to eliminate or substantially resolve the problems identified. With respect to some of the negative findings, however, we demonstrate that the review team's assessment is wrong as a matter of fact.

Before proceeding to the criticism, we would emphasize that the *Review* determines the following criteria to be fully satisfied:

- 1-b (noting that "the education faculty and candidates are competent in their fields of specialization")
- 1-c (finding that syllabi and student assignments show "appropriate and frequent use of technology")
- 1-e (commenting that "[i]nteraction seen between faculty members and students who are culturally different from them appear to be warm and genuine")
- 1-h (pointing out that regular faculty are "heavily involved in numerous key professional organizations")
- 2-a (noting that a range of "evidence" shows "appropriate use and understanding of instructional teaching methods")
- 2-b (observing that "candidates are often systematically required to reflect, think critically, and solve problems")
- 2-c (referring back to 1-e)
- 4-a (finding that "there are a number of policies and practices in place to encourage professional faculty to be continuous learners")
- 4-c (referring back to 1-h)

The *Review* makes negative findings on the five specific criteria listed below. For each negative finding, we demonstrate that we have taken decisive action(s) to remedy the problem identified by the *Review*.

- **1-a (criticizing the lack of a terminal degree for one of four full-time faculty members and the lack of diversity among both full-time and adjunct faculty)**
  - ✓ The College has established a new full-time faculty line in the Education Department, is now recruiting for the position, will fill it with a candidate with a terminal degree in hand, and hopes that the candidate will expand the diversity of the program. To facilitate this last objective, the College has departed from usual practice and is recruiting with rank open. (The advertisement appears in Appendix B.)
  - ✓ The College has identified and employed two highly qualified African American adjunct faculty members.[2]

[2] These new adjuncts are Dr. Donna Elliott, Adjunct Professor in Education, EDUC 375 (Content Teaching Methods); and Ms. Jean M. Sykes, Supervisor for Special Education practica. Dr. Elliott (Ed.D., George Washington University), is Assistant Principal at Kempsville High School. Ms.Sykes (M.Ed., Norfolk State University) teaches special education at Green Briar Middle School.

- ✓ We observe, for the record, that the *Review* failed to credit the College for increasing the overall diversity of its faculty in recent years, particularly in light of the fact that Education students, both through General Studies courses and in particular majors, are exposed to such faculty.[3]

- **3-b ("recommend[ing] that another full-time faculty member be hired")**
  - ✓ As noted above, a search is underway for an additional full-time faculty member.
  - ✓ We note, however, that the *Review* fails to credit the College for having hired in 2008 a full-time English Department faculty member (Dr. Susan Larkin) whose expertise in Children's Literature was (and is) intended to address specific needs in the Education program.

- **3-c (calling for "the hiring of new faculty" in the Education program)**
  - As noted, we are searching for a full-time addition to the Education Department.

- **4-d (lamenting the lack of "data indicating the performance [of faculty] in advising and mentoring")**
  - ✓ The Professional Activities Form (PAF) includes items on advising that are factored into the evaluation. The revised PAF for 2009 (see Appendix C) includes an expanded section on faculty advising.
  - ✓ The Director of the Education Program will see the PAFs for his department and participate in the evaluation process (please see 4-e immediately below).

- **4-e (finding that the Director "is not a participant in the faculty evaluation process")**
  - ✓ The Faculty Assembly, on November 6, 2009, formally amended the *Faculty Handbook* to give the Director an active role in the evaluation process.[4]

The *Review* makes additional critical findings, which we regard as misleading or incorrect. In attempting to set the record straight, we take responsibility for not communicating clearly with the review team in the first instance. With that said, here are the factual problems in the review, along with our corrections:

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[3] Since 2006 VWC has hired three tenure-track, African American faculty members who have a direct impact on the Education Program and reflect the College's commitment to diversity in faculty hiring: Dr. Murrell Brooks (Ph.D., UCLA), Assistant Professor of Political Science (Impact: Professional Interdivisional Major, or PIDM, for Elementary Candidates and History and Social Sciences 6-12 Candidates); Dr. Deirdre Gonsalves-Jackson (Ph.D., Florida Institute of Technology), Assistant Professor of Biology (Impact: PIDM for Elementary Candidates and Biology 6-12 Candidates); and Dr. Rebecca Hooker (Ph.D., Univ. of New Mexico), Assistant Professor of English, African American Literature (Impact: Potentially all Education Candidates to fulfill VWC General Studies Requirements and English 6-12 Candidates).

[4] The new language provides: "Division chairs review these annual submissions [by the faculty, of the PAF and other materials], along with any additional reports from the Dean . . . and evaluate each of the faculty in their divisions by producing and submitting annual evaluation reports. For departments such as Education and Recreation and Leisure Studies that are subject to external accreditation, the relevant department director/coordinator shall have access to departmental colleagues' PAFs and student course evaluations, and the division chair shall consult with the director/coordinator in preparing the evaluation reports for that department's faculty. These reports are shared with the faculty and reviewed by [the] Dean of the College in preparation for making recommendations to the President for salary increments."

- **1-d (criticizing the "very limited number of student-produced projects and papers")**
  - ✓ The VWC exhibit room contained 34 notebooks that included syllabi, course matrices, and specific examples of student work, all of which related to assignments addressing the Standards of Learning and required teacher competencies. Each notebook with accompanying student samples dealt with a specific professional education course or course within the Professional Interdivisional Major (PIDM).

- **1-f (pointing to the limited involvement of full-time faculty in field experiences)**
  - ✓ The professional education faculty and the Director of Field Experiences carefully screen all field experience supervisors in order (a) to ensure that only the most qualified individuals work with education candidates, (b) to provide the highest quality field experiences, and (c) to guarantee that program graduates are truly ready for the rigors of full-time, first-year teaching. The Education Program also prides itself on the cooperation that it receives from full-time content faculty who supervise and observe student teachers seeking secondary certification in their areas of expertise. (As one example, Appendix D reproduces the "Protocol" covering this process for candidates seeking secondary and preK-12 licensure.)

- **3-a (criticizing the teaching and advising loads of faculty and the teaching load of the Director)**
  - ✓ The criticism of teaching load, which focuses on courses, is highly misleading. Regular faculty members teach a 4/3 course load each academic year. Over the past five academic years (2004-05 through 2008-09), the average Education course taught by a regular faculty member has enrolled 12 students. Thus, a typical Education faculty member teaching four courses would have fewer than 50 students in total.
  - ✓ The average Education faculty member does not advise 40 to 50 students, as the *Review* asserts. In Fall 2008, the average was 31; as of December 1, 2009, it was 26. The hiring of an additional faculty member promises to reduce this average next year.
  - ✓ The teaching load of the Director is not 2/3, but 2/2. The addition of a full-time administrative assistant—already effected—will alleviate the demands of "the extensive administrative duties" to which the *Review* refers.

- **4-b (suggesting that institutional support for faculty development is too low)**
  - ✓ The *Review* accurately reports departmental funding ($350) automatically available to faculty for professional development and the comments of Dean O'Rourke ("additional funds should be made available") with respect to *this* source of funding.
  - ✓ The *Review* overlooks additional sources of support for faculty development, totaling more than $80,000 for a full-time faculty of 85.[5]

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[5] In brief, aside from the $350 per faculty allotment, more than 40 faculty members—nearly half of VWC's 85 full-time faculty—received well over $80,000 in development funds during the 2008-2009 academic year. This amount encompasses the following components: **Named Chairs ($42,000)**: Fifteen held named chairs—12 Batten Professorships, along with the Clarke (English), Fanney (Mathematics, paid as a salary stipend), and Lewis

Apart from its findings on individual criteria under Standard 3, the *Review* makes more general "Comments and Recommendations" relating to (1) faculty diversity, (2) the location of the Director's office, (3) mentoring of departmental administrators, and (4) the role of the Director in faculty evaluations. In the review of separate criteria, we have shown that we have substantially addressed items (1) and (4). With respect to the item (3), we note that the Director of Teacher Education, Dr. Malcolm Lively, attended the Council of Independent Colleges Leadership Conference in Pittsburgh in June 2009. Additionally, Dr. Lively meets regularly with Dr. Karen Bosch, former Director, and Dr. Clay Drees, Social Sciences Division Chair, for mentoring and advice regarding leadership of the Education Department. Regarding item (2), the Director has moved his office into the Education suite, thereby responding to the *Review's* guidance that "his co-locat[ion] with other program faculty and administrative staff would facilitate program operation."

In sum, a more accurate reading of what we had in place during the Review Team's visit, when coupled with the specific actions we have taken to answer their valid concerns, argues for a grade on Standard 3 of "Met" (without stipulations).

Standard 1: Program Design

With respect to Standard 1, we note that the *Review* states clearly that "Overall, the information and evidence indicated that Standard 1 has been met fully, and the VWC program provides a high quality learning experience for its students."

Standard 4: Governance and Capacity

The *Review* rates Standard 4 as fully "Met." It goes on to identify two weaknesses: a lack of clarity about the Director's duties and the need for full-time "clerical support." The College has remedied these problems. VWC has exhaustively defined the Director's roles and responsibilities (see Appendix E) and has employed a full-time administrative assistant for the Education Program.

(Religious Studies) Chairs—received development support in the amount of $42,000. Education Professor Karen Bosch (2004-2007) was in the College's inaugural class of Batten Professors, who serve three-year terms and now receive annual development grants of $2,000. **Conference/Research Presentation ($15,800)**: All faculty who present at conferences may apply for registration, travel, and lodging funds up to a maximum of $1200; 23 faculty received funding under this program. **Summer Development Grants ($14,100)**: Faculty members can apply for competitive summer development grants. **Dean's Discretionary Grants ($9,900)**: The Dean of the College makes discretionary awards to faculty for coursework, grant writing, research equipment, and conference travel. In 2008-09, this included $1700 to Dr. Malcolm Lively, Director of Teacher Education, to attend three state-level conferences, and a leadership training conference in Pittsburgh, PA in June 2009.

The foregoing list excludes $4500 paid out to faculty winners ($1500 per award) of the Frank and Jane P. Batten Distinguished Scholar Award, the Samuel Nelson Gray Distinguished Teaching Award, and the Exemplary Teaching Award (awarded through United Methodist funding); conference travel support made available through the Office of International Programs and the Quality Enhancement Program; technology support funded through the Commission on Campus Resources and Support Services; and laboratory start-up funds provided to new faculty. Inclusion of these figures would push the level of support to about $100,000. Beyond these items is funding for sabbaticals, for which faculty are eligible after every six years. The College supported five one-semester sabbaticals at full pay in 2008-09, which was a typical year (in terms of number). Education professors who have served sabbaticals include Karen Bosch (spring 2003) and Ginger Ferris (spring 2002).

In its "Comments and Recommendations" on Standard 4, the *Review* lauds VWC "for investing resources into the professional education program since the 2004 accreditation review," concluding that "[i]t is clear that the College values the program." The Review also praises VWC for "equipping a dedicated technology classroom in Pruden Hall for education students . . . to meet the Virginia Technology Standards" and "to be better prepared to use the technology in the public schools." The *Review* recommends (1) relocating the Director's office, (2) revising the admission policy of the Education Department, (3) hiring a full-time clerical assistant, and (4) communicating to the public the diversity of the student body. In the response to Standards 2 and 3, we show that have done (1), (2), and (3). Regarding item (4), the marketing and promotions literature for the College and for the Education Department do display and celebrate the diversity of the campus. We observe that, according to *U.S. News and World Report,* Virginia Wesleyan is the 38th most diverse of 266 liberal arts colleges nationwide and is tied for 2nd as the most diverse of 16 liberal arts colleges in Virginia.[6]

Conclusion

The *Review Team Report* makes valuable recommendations to which we have responded urgently and concretely. At the same time, the *Review* describes a program that it is very good in general and that is even better when viewed in the light of the fuller portrait offered by this *Response*. We believe that the fuller and more accurate portrait—when coupled with the highly constructive changes we have put in place since last April—justify the award of "Met" (without "stipulations") on all four Standards for Board of Education Approved Accreditation Process.

[6] See *U.S. News and World Report*, "Best Colleges 2010," "Best Colleges: Racial Diversity: Liberal Arts," at http://colleges.usnews.rankingsandreviews.com/best-colleges/liberal-arts-campus-ethnic-diversity (accessed 10 December 2009).

APPENDIX A

VWC Professional Education Program Admissions Policy

Virginia Wesleyan College
Education Department

Criteria for Admission to and Continuation in the Professional Education Program

Students interested in becoming teachers must formally apply for admission to the Education Department. This can be time consuming, so the student must begin the process early in his/her college career. Applications are distributed in certain classes (INST 202 and EDUC 225) and are available in Pruden 102.

Students interested in Teacher Certification will not be allowed to register for upper level (300+) professional education courses (with the exception of INST 303) until the requirements for admission have been met. Transfer students must complete the formal application process by the end of their first semester of coursework at VWC.

A student will be admitted to the Professional Education Program when he or she meets the requirements listed below:

a. Application
b. One-page, single-spaced essay (Choose one topic below)
   * What kind of teacher do I want to become?
   * In your opinion, what personal characteristics are absolutely essential for an individual to become a successful teacher?
   * Describe your major strengths and weaknesses and how they might impact your ability to become an effective teacher.
c. Passing scores on Praxis I or SAT/ACT equivalent.
d. Cumulative GPA of at least 2.5 at the time of application
e. Two recommendations from non-education faculty members
f. Achieve a grade of C or better in ALL Professional Education courses

Students will not be able to continue with education coursework beyond INST 202, EDUC 225, and INST 303 until the above conditions are met. Transfer students will not be able to continue with education courses beyond the first semester of attendance until the above requirements are met.

Following admission to the Professional Education Program, a teacher candidate is required to complete the following requirements prior to the student teaching semester:

- Pass the Virginia Communications and Literacy Assessment (VCLA) by the end of the junior year.
- **(Elementary/Special Education ONLY)** Pass the Virginia Reading Assessment (VRA) upon completion of EDUC 320 and EDUC 321. (Passing score is 235)
- Pass Praxis II prior to the start of pre-service teaching. Candidates who do not pass Praxis II prior to student-teaching must become involved in the Praxis II Assistance Plan and retake the test.
- NOTE: Passing scores on VCLA, Praxis II, and VRA (where applicable) are required for licensure by the Virginia Department of Education.
- Maintain the required GPA for your major and grades of C or better in ALL Professional Education courses.

Please sign this document to attest that you have read this policy and understand that you will not be able to participate in student teaching until you have been accepted to the Program and have met the criteria above.

Signature _____ Date _____

Printed Name _____ (Application for Admission List August, 2009)

APPENDIX B—New Faculty Position in Education

This advertisement from VWC's website also ran on The Chronicle of Higher Education Website (http://chronicle.com/section/Jobs)

Employment Opportunities

Virginia Wesleyan College has the following positions available. If you are interested in applying for any of these positions, please complete an application in the Business Office or submit a resume to Barbara Fried in Human Resources at employment@vwc.edu.

» Important information on Virginia Wesleyan College's hiring practices [PDF]¤» Application for employment - Staff [PDF] Application for Employment - Faculty [PDF]

Faculty

- Adjunct Reading Professor
- Assistant Professor of Clinical or Community Psychology
- Assistant Professor of Criminal Justice
- Assistant Professor of Developmental Psychology
- Assistant Professor of Recreation and Leisure Studies
- Education Tenure-track Faculty Position

Equal Employment Opportunity Statement

Virginia Wesleyan College is an equal opportunity employer. The college offers employment, advancement opportunities, and benefits in a harassment-free environment on the basis of merit, qualifications and competency to all individuals without regard to race, color, religion, creed, age, sex, national origin, handicap, sexual orientation or covered veteran status.

Faculty

Education Tenure-track Faculty Position

VIRGINIA WESLEYAN COLLEGE (VWC), a small (1400 students, 85 full-time faculty), selective, and diverse liberal arts institution sited on 300 beautiful wooded acres in the heart of the historical, economically dynamic, and culturally rich Virginia Beach-Norfolk-Newport News metropolitan area, seeks applications for a tenure-track position in secondary education (rank and salary commensurate with experience) beginning fall, 2010. A Ph.D. or Ed.D. in secondary education or related field is required at the time the position begins. The successful candidate will have a strong background in technology and at least one content area (mathematics or English preferable), with experience teaching at-risk post-secondary students a plus. Course assignments will include teaching two methods courses and supervising field placements, and additional courses as determined by the candidate's interests and department's needs. VWC seeks committed teacher/scholars who will foster undergraduate research, be professionally active, and advance the college's quest for Phi Beta Kappa recognition. The salary is competitive and an attractive benefits package is offered. Please send a letter of application, a statement of your philosophy of teaching, a curriculum vitae, transcripts, and three letters of reference to: Dr. Timothy G. O'Rourke, Vice President for Academic Affairs & Dean of the College, Virginia Wesleyan College, 1584 Wesleyan Drive, Norfolk, Virginia 23502-5599. Review of applicants will commence December 15, 2009 and continue until the position is filled. VWC is an equal opportunity employer; the college offers employment, advancement opportunities, and benefits in a harassment-free environment on the basis of merit, qualifications and competency to all individuals without regard to race, color, religion, creed, age, sex, national origin, handicap, sexual orientation or covered veteran status. Please our website at www.vwc.edu.

APPENDIX C
Revised Professional Activity Form

Only portions of the Professional Activities Form pertaining to advising and mentoring are included.

Virginia Wesleyan College

Faculty Professional Activities Form: 2009

*(Attach **updated C.V.** and **copies of all syllabi**)*

Faculty Member: Dept:

Rank: Date eligible for promotion: -Enter date, if applicable-

I. TEACHING AND STUDENT MENTORING

Number of *different* course preparations: -Please Select # of DIFFERENT Preparations-

Please note any discrepancies or comments regarding the course sections listed previously:

-Please note discrepancies/comments here-

Number of *new* course preparations: -Please Select # of NEW Preparations-

Changes in existing preparations and purpose of changes:

-describe changes and the purposes-

Student mentoring and academic leadership:
number of independent studies -Select-
number of tutorials -Select-
number of internships -Select-
number of off-site classroom observations/evaluations -Select-

local field trips
-Please provide explanation, if applicable

sponsorship of student travel for conferences, etc.
-Please provide explanation, if applicable

travel courses
-Please provide explanation, if applicable

Teaching awards or honors:
-Please provide explanation, if applicable

Sponsorship of undergraduate research and events beyond the classroom setting:
-Please provide explanation, if applicable

Based on your *student evaluations and classroom experiences this year*, how would you evaluate your achievements in relation to your intentions?
-Please provide explanation, if applicable

II. PROFESSIONAL VITALITY

{All portions of this section were removed because they do not pertain to advising and mentoring.}

III. INSTITUTIONAL SERVICE

Advising:
Number of advisees

Advising workshops attended -Select-
-Please provide details as appropriate

Other advising achievements you would like to highlight:
-Please provide details as appropriate

Commission and other major committee appointments *(with indication of degree and kind of responsibility and time commitment):* -Please Select Number-
-Please provide details as appropriate-

Program/department administration *(with notable achievements):*
-Please provide details as appropriate-

Other internal activities serving departmental or institutional needs *(projects, orientation, VWC Days, H&S scholarship interviews, etc.):*
-Please provide details as appropriate-

Leadership of, and/or major contributions to, student organizations and events:
-Please provide details as appropriate-

Co-curricular or guest lectures and other in-house presentations:
-Please provide details as appropriate-

Teaching in collaborative programs *(e.g., FYS, Portfolio, Winter Session, ASP)* :
-Please provide details as appropriate-

External activities serving institutional or community interests *(e.g., speaking to lay audiences, contest judging, recruitment efforts, serving on community boards):*
-Please provide details as appropriate-

Leadership in service learning or other volunteer activities:
-Please provide details as appropriate-

How would you evaluate your *service achievements* in relation to your goals?
-Please provide details as appropriate-

APPENDIX D

Education Department

Observation of Student Teachers by Content Area Professors Protocol

Secondary Student Teachers:

As you know you are required to have a content professor from Virginia Wesleyan come out and observe a lesson that you teach. They will be looking for specifics in your content as they watch the lesson. Please follow the steps listed below to request the observation.

1. Content the professor **EARLY** via e-mail to ***schedule a meeting*** to discuss, plan, and schedule your observation.
    a. Be aware that they may need a few weeks notice to schedule this visit as the professors on campus are quite busy with their course load and other campus responsibilities.
    b. This observation is due at the end of your second placement, but it should be schedule prior to the mid point of the second placement.
2. Come to the meeting prepared to discuss the content that you will be presenting during the lesson.
3. Schedule your observation during a time that you can meet with the professor at your school following the visit.
4. Be aware of your tone, demeanor, and professionalism throughout the entire process.
5. If the professor of your choice is unavailable to complete the observation ask if they can recommend another professor and begin the entire process again.
6. If you have questions or concerns about the process please contact Mrs. Wollerton, The Director of Field Experiences, for assistance.

APPENDIX E
Roles and Responsibilities of Director of Teacher Education

Virginia Wesleyan College
Education Department

Director of Teacher Education/Education Department Coordinator

The Coordinator of the Education Department is elected by the professional education faculty. Because of the extensive duties beyond that of other department coordinators, the Coordinator of the Education Department serves as the Director of Teacher Education, and as such is recognized by the Virginia Department of Education as the chief licensing agent for Virginia Wesleyan College's Professional Education Program.

In addition to the eleven general duties which all coordinators perform, the Director of Teacher Education shall:

1. Serve on the College's Educational Programs Commission (*i.e.*, curriculum committee)
2. Develop and maintain professional relations with college faculty in order to coordinate evaluation of student teachers' effectiveness in delivering content instruction
3. Serve as principal contact for prospective education students and other constituencies
4. Monitor and approve funding related to supervision of candidates in field experiences and payment of cooperating teachers
5. Evaluate and approve students' applications for admission to the Professional Education Program
6. Evaluate reports from the various testing constituencies and recommend corrective action as needed
7. Maintain a diverse pool of adjunct instructors to meet specific departmental needs; orient and evaluate adjunct instructors to ensure instructional integrity and program rigor
8. Evaluate professional education faculty performance and professional development in collaboration with Social Sciences Division Chair
9. Establish and maintain partnerships with neighboring universities to provide unique graduate education opportunities for Professional Education Program graduates
10. Maintain open communication with professional education faculty, staff, and adjuncts through email, regularly scheduled department meetings, and special events designed to promote awareness of Professional Education Program needs and initiatives
11. Support professional education faculty, staff, and adjuncts in matters of conflict resolution involving program candidates
12. Represent VWC's Professional Education Program at state-level meetings and communicate regularly with VDOE officials to ensure program compliance with Commonwealth and USED mandates
13. Develop, implement, monitor, and assess long-range departmental goals in consultation with the professional education faculty, appropriate college and state officials, and local school systems
14. Administer the regulations as stated in 8VAC20-542-20 and 8VAC20-542-30 with regard to securing accreditation of VWC's Professional Education Program by a national accrediting agency or a process approved by the Virginia Board of Education
15. Ensure that the Professional Education Program is aligned with standards in 8VAC20-542-60 and with competencies as outlined in 8VAC20-542-70 through 8VAC20-542-600
16. Monitor candidate progress and performance on prescribed Board of Education entry-level and licensure assessments
17. Develop, implement, and monitor assessments related to 8VAC20-542-40 in order to provide evidence of candidate contributions to preK-12 student achievement and evidence of employer job satisfaction based on employer surveys
18. Provide opportunities for professional education faculty and content area faculty to develop and establish partnerships based on local preK-12 school needs
19. Maintain documented evidence that the standards set forth in 8VAC20-545-40 have been met and submit required Biennial Accountability reports as required by the Virginia Department of Education
20. Serve with the Director of Field Experiences as liaison with public and private school personnel

Board of Education Agenda Item

Item: C. **Date:** February 25, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve an Option to Meet the Praxis I Reading and Writing Tests for Entry into an Approved Preparation Program

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

___ Action requested at this meeting _X_ Action requested at future meeting: March 18, 2010 (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

Section 22.1-298.1 of the *Code of Virginia* requires the Board of Education to prescribe assessments for individuals seeking initial licensure and Section 22.1-298.2 of the *Code* requires that the Board of Education prescribe assessments for individuals seeking entry into an approved education preparation program.

Section 22.1-298.2 (Regulations governing education preparation programs) of the *Code of Virginia*, states, in part, the following:

A. As used in this section:

> "Assessment of basic skills" means an assessment prescribed by the Board of Education that an individual must take prior to admission into an approved education preparation program, as prescribed by the Board of Education in its regulations….

D. The Board shall prescribe an assessment of basic skills for individuals seeking entry into an approved education preparation program and shall establish a minimum passing score for such assessment. The Board also may prescribe other requirements for admission to Virginia's approved education preparation programs in its regulations….

Section 23-9.2:3.6 (Education preparation programs offered by institutions of higher education) of the *Code* states, in part the following:

A. Education preparation programs shall be required to meet the requirements for accreditation and program approval as prescribed by the Board of Education in its regulations.

B. As provided in § 22.1-298.2, the Board of Education shall prescribe an assessment of basic skills for individuals seeking entry into an approved education program and shall establish a minimum passing score for such assessment. The Board also may prescribe other requirements for admission to Virginia's approved education programs in its regulations.

C. Candidates who fail to achieve the minimum score established by the Board of Education may be denied entrance into the relevant education program on the basis of such failure; however, if enrolled in the program, they shall have the opportunity to address any deficiencies.

Effective January 1, 2006, the Board of Education approved the following assessments for individuals seeking initial licensure in Virginia unless an individual meets the exemption criteria as prescribed in the *Licensure Regulations for School Personnel*:

Virginia Communication and Literacy Assessment (VCLA);
Praxis II (content) Assessments; and
Virginia Reading Assessment (VRA), if applicable.

Praxis I (Reading, Writing, and Mathematics) continued to be the prescribed assessment of basic skills for individuals seeking entry into teacher education programs. The Board of Education also continued to allow the use of a composite score of the Praxis Reading, Writing, and Mathematics tests to meet the Praxis I assessment requirement and the use of the SAT® and ACT® as substitute tests for Praxis I (Reading, Writing, and Mathematics).

Summary of Major Elements

On January 25, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education allow the use of the Virginia Communication and Literacy Assessment (VCLA) as an optional test for the Praxis I Reading and Writing tests for individuals seeking entry into teacher education programs. The cut scores for the VCLA prescribed by the Board of Education are as follows:

Writing Sub Test:	235
Reading Sub Test:	235
Composite Score:	**470**

An individual choosing to use the VCLA (Reading and Writing) as a optional assessment for the Praxis I Reading and Writing tests will be required to meet the Praxis I Mathematics assessment (or equivalent SAT® or ACT® test scores).

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the recommendation of the Advisory Board on Teacher Education and Licensure to approve the Virginia Communication and Literacy Assessment (Reading and Writing) as an optional test for the Praxis I Reading and Writing tests for entry into a teacher preparation program.

Impact on Resources:

The impact on resources is minimal. Costs associated with the test will be incurred by the test taker.

Timetable for Further Review/Action:

The recommendation of the Advisory Board on Teacher Education and Licensure will be presented to the Board of Education for final review on March 18, 2010.

Board of Education Agenda Item

Item: D. **Date:** February 25, 2010

Topic: Report on Critical Need Divisions Receiving Technical Assistance from the Office of School Improvement

Presenter: Dr. Kathleen M. Smith, Director of the Office of School Improvement

Telephone Number: (804) 786-5819 **E-Mail Address:** **Kathleen.Smith@doe.virginia.gov**

Origin:

X Topic presented for information only (no board action required)

____ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

____ Action requested at this meeting _____Action requested at future meeting: _____

Previous Review/Action:

X No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The Virginia Department of Education (VDOE) provides targeted technical assistance to school divisions that have schools with the greatest needs. The VDOE tracks the number of schools considered to have critical needs based on indicators established by the department and the number of schools receiving targeted technical assistance and professional development services. Data are reported by school year rather than fiscal year. "Critical need division" is defined as a division having schools that are in Years 3, 4, or 5 of No Child Left Behind (NCLB) school improvement, *Conditionally Accredited*, or *Accreditation Denied*.

Summary of Major Elements

There are a total of 27 schools within 18 critical need divisions that are in Years 3, 4, or 5 of No Child Left Behind (NCLB) school improvement, *Conditionally Accredited*, or *Accreditation Denied*. These divisions and schools are indicated below:

Division	**School**	**School Improvement Status**	**Accreditation Status**
Alexandria City Public Schools	Jefferson-Houston Elementary School	Year 4	Warned - 1st Year
Arlington County Public Schools	Hoffman Boston Elementary School	Year 6	
Arlington County Public Schools	Randolph Elementary School	Year 4 Holding	
Brunswick County Public Schools	James Solomon Russell Middle School		Warned - 3rd Year
Charles City County Public Schools	Charles City County Elementary School	Year 3 Holding	
Culpeper County Public Schools	Pearl Sample Elementary School	Year 3	
Essex County Public Schools	Essex Intermediate School	Year 5	
Essex County Public Schools	Tappahannock Elementary School	Year 6	
Fairfax County Public Schools	Dogwood Elementary School	Year 4	
Fairfax County Public Schools	Mt. Vernon Woods Elementary School	Year 3 Holding	
Hampton City Public Schools	Francis Mallory Elementary School	Year 4	
Newport News Public Schools	L. F. Palmer Elementary School	Year 3 Holding	
Norfolk City Public Schools	Lafayette-Winona Middle School		Conditional - 1st Year
Norfolk City Public Schools	Lake Taylor Middle School		Conditional - 3rd Year
Norfolk City Public Schools	Northside Middle School		Conditional - 1st Year
Orange County Public Schools	Orange Elementary School	Year 4	
Petersburg City Public Schools	J. E. B. Stuart Elementary School	Year 5 Holding	Denied
Petersburg City Public Schools	Peabody Middle School	Year 5 Holding	Denied
Petersburg City Public Schools	Vernon Johns Junior High	Year 7 Holding	Denied
Prince William County Public Schools	Mills E. Godwin Middle School		Warned - 3rd Year
Richmond City Public Schools	T. C. Boushall Middle School	Year 4 Holding	Conditional - 3rd Year
Roanoke City Public Schools	Hurt Park Elementary School	Year 3 Holding	
Suffolk City Public Schools	Elephant's Fork Elementary School	Year 3	
Sussex County Public Schools	Ellen W. Chambliss Elementary	Year 1	Denied
Sussex County Public Schools	Sussex Central Middle School (Jackson)	Year 4	Warned - 1st Year
Wythe County Public Schools	Fort Chiswell Middle School		Warned - 3rd Year
Wythe County Public Schools	Scott Memorial Middle School		Warned - 3rd Year

Support and technical assistance include school-level and division-level academic reviews, school improvement planning, and training.

- Schools in Title I, Year 1 and schools accredited with warning in Year 1 receive an academic review that serves to identify areas of need. The school-level academic review is designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels.
- Schools use an online tool to develop action plans based on the academic review findings. Action plans include a focus on selected research-based " rapid improvement" indicators such as teachers being organized into grade-level, grade-level cluster, or subject-area instructional teams. The initial academic review and action plan become the basis for subsequent school improvement plans if the school continues to be in improvement or not fully accredited.
- The school's action plan is monitored closely by VDOE through the online tool and approval of all federal funding is based on the use of the funds to support the plan. A school division plan is also required and must address how the school division will align resources to better support the schools in improvement.
- Technical assistance for schools and school divisions is provided by the VDOE through Web conferences and is tailored to the identified needs and based on the selected indicators. Web conferences address topics such as creating a strong school leadership team, managing classroom through effective delivery of instruction, and the power of re-teaching based on assessment results. Teacher training provided through the Web conferences focuses on the selected school indicators and the BRIM (Breaking Ranks in the Middle Training) focuses on the Leader indicators.
- Following each training session school and school division staff must provide information about their implementation of the training using the online tool. Progress is evaluated by VDOE staff.
- Mentor coaches who have been trained to collaborate with school principals in establishing school support teams to develop and implement their school improvement plans using the online tool are assigned to certain schools. Additional VDOE consultants work with certain schools and divisions to ensure that the school improvement plan is based on sound research as well as monitored for implementation.
- Certain schools are provided with additional funding for a reading and mathematics pilot. Both technology-based, the reading program serves students K-5, while the mathematics program serves students K-8.

Impact on Resources: There is no impact on the resources of the Virginia Department of Education.

Timetable for Further Review/Action: N/A

Board of Education Agenda Item

Item: E. **Date:** February 25, 2010

Topic: Report on Testing Irregularities in Norfolk City Public Schools

Presenter: Mrs. Shelley L. Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement
Mr. H. Douglas Cox, Assistant Superintendent, Division of Special Education and Student Services

Telephone Number: 804-225-2102 **E-Mail Address:** shelley.loving-ryder@doe.virginia.gov
804-225-3252 doug.cox@doe.virginia.gov

Origin:
__X_ Topic presented for information only (no board action required)

___ Board review required by
____ State or federal law or regulation
____ Board of Education regulation
____ Other: Previous Board Resolution_____

____ Action requested at this meeting

Previous Review/Action:
__X__ No previous board review/action

____ Previous review/action
date:
action:

Background Information:

Over the past several months staff at the Virginia Department of Education have received reports of testing irregularities in a number of Norfolk City schools. Some of these reports were investigated by Norfolk City Public Schools staff; one state investigation was conducted at Lafayette Winona Middle School by staff from the Virginia Department of Education's Division of Special Education and Student Services. Lafayette Winona Middle School was conditionally accredited by the Board

of Education in September 2009 based on an approved corrective action plan for the 2009-2010 academic year. As a result of testing concerns within the school division, in January 2010 the Superintendent of Public Instruction offered technical assistance to the superintendent of Norfolk City Schools in 1) the use of the state-developed criteria in identifying students for participation in the Virginia Grade Level Alternative (VGLA), 2) preparation of work samples for inclusion in the VGLA collections of evidence, and 3) best practices in test administration for the Standards of Learning (SOL) tests. The division superintendent accepted the Department's offer of technical assistance. Additionally, in February 2010 the Norfolk City school board chair contacted the Department of Education and requested assistance in reviewing the division's implementation of the state testing programs.

Summary of Major Elements:

A summary of the reported testing irregularities in Norfolk City Public Schools will be provided as well as information on the department's plans for technical assistance to the school division.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources:

Existing resources within the department will be used to cover the costs of technical assistance.

Timetable for Further Review/Action:

The Department of Education will continue to monitor implementation of the Corrective Action Plan required as a result of the investigation at Lafayette Winona Middle School and will provide technical assistance regarding the appropriate implementation of the state assessment programs.

Board of Education Agenda Item

Item: F. **Date:** February 25, 2010

Topic: Report on Academic and Career Plan Technical Assistance

Presenter: Mr. Joseph Wharff, School Counseling Connections Specialist, Office of Career and Technical Education

Telephone Number: 804-225-3370 **E-Mail Address:** Joseph.Wharff@doe.virginia.gov

Origin:

_X_ Topic presented for information only (no board action required)

____ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

___ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
Date September 25, 2010
Action Board approved the Academic and Career Plan Guidelines

Background Information:
The Board of Education included in its 2009 revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC-20-131-5 et seq)* provisions for each middle and high school student to have a personal learning plan that aligns academic and career goals with the student's course of study.

Summary of Major Elements
The report includes a summary of the Academic and Career Plan resources available and training opportunities for divisions.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education receive the report for informational purposes.

Impact on Resources:
This activity can be absorbed through existing agency resources at this time.

Timetable for Further Review/Action:
No further action is required.

Academic and Career Plan Update
Board of Education Meeting, 2/25/10

The Board of Education included in its 2009 revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC-20-131-5 et seq)* provisions for each middle and high school student to have a personal learning plan that aligns academic and career goals with the student's course of study.

- The Board proposed the changes to the Standards of Accreditation at the Board meeting on January 10, 2008.

- The Board adopted the final regulations for accrediting public schools in Virginia at the Board meeting on February 19, 2009.

- *The Guidelines for the Academic and Career Plan* (ACP) were approved at the Board meeting on September 17, 2009.

Required components of the Academic and Career Plan shall include, but not be limited to:

- The student's program of study for high school graduation that is aligned with a postsecondary career pathway and/or college entrance;

- A postsecondary career pathway based on the student's academic and career interests; and

- A signature from the student, student's parent or guardian, and school official(s) designated by the principal.

A *Technical Assistance Document to the Academic and Career Plan* was created for divisions to access and assist in creating, implementing, and maintaining Academic and Career Plans. In addition to the technical assistance document, the Virginia Department of Education (VDOE) has made available a sample ACP template, access to online tutorials, and additional resources.

A Superintendent's Memo was released on December 11, 2009 announcing the *Guidelines for the Academic and Career Plan* and information on accessing the *Technical Assistance Document* and other resources for use by divisions. Regional workshops have been announced and will begin in late February. The workshop content will include information and resources related to the Academic and Career Plan requirement, Career Clusters, The Virginia Education Wizard, and division-specific best practice materials related to academic and career planning. Workshop dates and locations are below.

Date	Region	Location
Academic and Career Plan Workshops		
2/24/10	Region 1 Academic and Career Plan Workshop	J. Sargeant Reynolds Community College
3/5/10	Region 8 Academic and Career Plan Workshop	Southside Virginia Community College
3/8/10	Region 7 Academic and Career Plan Workshop	Southwest Virginia Community College
3/12/10	Region 3 Academic and Career Plan Workshop	Rappahannock Community College
3/15/10	Region 5 Academic and Career Plan Workshop	Piedmont Virginia Community College
3/18/10	Region 4 Academic and Career Plan Workshop	Lord Fairfax Community College
3/23/10	Region 2 Academic and Career Plan Workshop	Paul D. Camp Community College
3/30/10	Region 6 Academic and Career Plan Workshop	Virginia Western Community College

Board of Education Agenda Item

Item: G. **Date:** February 25, 2010

Topic: Report on *Internet Safety and You*

Presenter: Tammy McGraw

Telephone Number: 5-4429 **E-Mail Address:** tammy.mcgraw@doe.virginia.gov

Origin:

__X__ Topic presented for information only (no board action required)

____ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

___ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

__X__ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

Legislation passed by the General Assembly in 2006 required that all school divisions integrate Internet safety concepts into their regular curriculum. The Department of Education was charged with support and oversight for this initiative. During the process of collecting potentially useful resources to support the local division efforts, it became increasingly obvious that few Internet safety resources targeting middle- and upper-elementary students were available. This age group, however, needs a firm foundational understanding of many of the issues they are just beginning to face. The DOE was fortunate to find an interested educational partner to help fill this gap.

In 2007, the Virginia Department of Education collaborated with Pokémon USA to develop *Internet Safety and You* as part of the award-winning Web-based *Pokémon Learning League*. Despite the commercial success of the *Pokémon Learning League*, Pokémon USA, under new leadership, discontinued its work in the education sector to focus exclusively on the company's core business; consequently, the site ceased operation on August 31, 2009. Pokémon USA generously donated the source files, lesson plans, and other resources to the Commonwealth of Virginia with the understanding that neither the Pokémon characters nor anything associated with the Pokémon brand could be used in the future.

Jim Davis and the Professor Garfield Foundation graciously offered the Commonwealth the use of Garfield and friends free of charge as replacement characters for Pokémon. Garfield is the most widely syndicated comic strip in the world, appearing in 63 countries and translated into 23 languages. More than 200 million people see Garfield daily.

Summary of Major Elements

- With support from the Office of the Attorney General and the Verizon Foundation, we are currently working with the Professor Garfield Foundation to make this resource available to our students once again.

- The Online Safety and Cyberbullying episodes are complete. The two remaining episodes, Distinguishing Fact from Opinion and Forms of Media, will be launched by April 1.

- An app is currently being developed to enable students and families to access this content on an iPod touch and iPhone.

Superintendent's Recommendation: N/A

Impact on Resources: *Internet Safety and You* is being developed with funding from the Attorney General's Office and the Verizon Foundation.

Timetable for Further Review/Action: N/A