

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 Institutions 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 a 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:	<i>Accreditation After First Visit:</i> Provisional Accreditation <i>Continuing Accreditation:</i> 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:

Washington and Lee University requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 29-December 2, 2009. The institution requested education (endorsement) programs in the following areas:

- Early/Primary Education PreK-3
- Elementary Education PreK-6
- Middle Education 6-8
- Foreign Languages: French, German, Spanish, and Latin
- Visual Arts
- Music Education: Instrumental
- Theatre Arts
- Computer Science
- English
- History and Social Science
- Mathematics
- Sciences: Biology, Chemistry, and Earth Science
- Journalism (add-on endorsement)
- Mathematics-Algebra I (add-on endorsement)

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. A copy of the *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.a) Education Programs (excluding Administration and Supervision Programs)* form for the requested education (endorsement) programs is attached.

Attached are the *Professional Education Program Review Team Report of Findings* and a letter from Dr. Kenneth B. Ruscio, president, Washington and Lee University, in 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 RECOMMENDATIONS
Standard 1: Program Design	Met Minimally with Significant Weaknesses
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Not Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met

On March 15, 2010, the Advisory Board on Teacher Education and Licensure reviewed the report from the on-site team. In addition, ABTEL was advised that the education programs requested were reviewed by content specialists and are aligned with the endorsement competencies. ABTEL voted to recommend that the Board of Education accept the recommendation of the on-site accreditation review team that the professional education program at Washington and Lee University be “accredited with stipulations,” and approve the requested education (endorsement) areas. 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 Washington and Lee University be “accredited with stipulations,” and approve the education (endorsement) programs. 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*
- **Letter from Virginia Department of Education Regarding the *Professional Education Program Review Team Report of Findings***
- **Letter from Dr. Kenneth P. Ruscio, president, Washington and Lee University, in response to the *Professional Education Program Review Team Report of Findings***
- **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.a) Education Programs (excluding Administration and Supervision Programs)**

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

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Washington and Lee University
Lexington, Virginia
November 29 – December 2, 2009

Members of the Review Team:

Dr. William H. Graves, III, Chair
Dr. Spencer R. Baker
Dr. Vennitta C. McCall
Dr. Karen L. Parker

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Washington and Lee University

Standards		Team Findings:
Overall Recommendation: Accredited with Stipulations		
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.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not 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 8VAC20-542-70 through 8VAC20-542-600.	<input type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input checked="" type="checkbox"/> Not Met
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.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met
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.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met

Overall Recommendation: 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 the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-60).

I. Introduction:

Institutional Descriptions

Overview

Washington and Lee University (W&L) has requested accreditation of its professional education program through a process approved by the Virginia Board of Education. W&L has elected to meet the standards of the accreditation process through the Rockbridge Teacher Education Consortium (RTEC), collaboration between W&L and the Virginia Military Institute (VMI). The lead institution in the RTEC is W&L. The RTEC was established to form a dynamic teacher education program which is based on the common values shared by the two liberal arts colleges and on the strengths of W&L and VMI.

Accreditation by the Virginia Board of Education for the professional education program will reside with W&L, and this institution will be responsible for submitting to the Virginia Department of Education (VDOE) all information regarding the approved programs and the performance of its teacher candidates and graduates as required by the Board. Through the auspices of its teacher education program, W&L will provide the VDOE licensure recommendations for RTEC students who complete its approved requirements for licensure as teachers in the PreK-12 schools of the Commonwealth of Virginia.

Washington and Lee University

Washington and Lee University is an independent, nonsectarian, and privately endowed institution of higher education located in Lexington, Virginia. A highly selective institution, W&L admission policies reflect the institution's desire to enroll students with the highest qualities of intellect, character, and promise for future achievement.

The W&L mission is to provide its students a liberal arts education that develops students' capacity to think freely, creatively, and humanely while conducting themselves with honor, integrity, and civility. Graduates are prepared for lifelong learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

W&L is organized around three divisions, the School of Law and two undergraduate entities--the College and the Williams School of Commerce, Economics, and Politics. W&L is a charter member of the Southern Association of Colleges and Schools (SACS). W&L had its regional accreditation reaffirmed by SACS in 2009 for the ten year period beginning in January 2010.

Virginia Military Institute

Virginia Military Institute is a public, four-year college located in Lexington, Virginia. The mission of VMI is to produce educated and honorable men and women who are prepared for the varied work of civil life, imbued with the love of learning, confident in the functions and attitudes of leadership, possess a high sense of public service, advocate for American democracy

and a free enterprise system, and are ready as citizen-soldiers to defend their country in time of national peril.

VMI offers a multifaceted program consisting of academic studies, barracks life, and athletics. Through these programs, VMI intends to produce graduates who have leadership and academic skills coupled with high ethical standards and commitment to lifelong health and vigor.

VMI’s academic programs include a broad four-year core curriculum and fourteen majors in engineering, science, liberal arts, and social sciences. VMI had its regional accreditation reaffirmed by SACS in 2007.

Institutional Demographics

Descriptors	Washington and Lee University	Virginia Military Institute
Enrollment	2,155 (undergraduate 1,752)	1,400
Percent Male	50	92
Percent Female	50	8
Percent Virginians	15	60
Percent White, Non-Hispanic	85	85
Percent Nonwhite	11	13
Percent International Students	4	2

Community Description: Rockbridge County, Virginia

W&L and VMI are located in Rockbridge County, a rural community situated in the southern end of the Shenandoah Valley in southwestern Virginia between the Blue Ridge Mountains on the east and the Allegheny Mountains on the west. The service area includes the schools in Rockbridge County and in the cities of Buena Vista and Lexington.

While not diverse racially, Rockbridge County includes college communities, local professionals, retirees from other parts of the U.S., and residents whose cultural heritage stems from Virginia’s colonial period as a frontier region that has come to be known as Appalachia. Aside from commerce and education, the principal industry of the county is agriculture as it has been since the 18th century.

The population of Lexington includes a highly educated population of students, faculty and staff from W&L and VMI, retirees, and local merchants and professionals who serve the needs of the college communities. In Lexington, the elementary school qualifies for ESEA Title I funds.

The city of Buena Vista is Rockbridge County’s industrial center as it has been since the 1890s. Somewhat smaller than Lexington, Buena Vista has proportionately fewer high school graduates, college graduates, nonwhites, and people living below the poverty line than does the city of Lexington. The racial make-up in 2000 was 94 percent White, five percent African-American,

and one percent all other census groups. Twenty-three percent of Buena Vista’s population is less than 18 years old. There are two public elementary schools, one middle school, and one high school in Buena Vista.

Demographic Indicators for the Rockbridge Area

Demographic Indicator	Rockbridge County	Lexington	Buena Vista
Population, 2004 Estimate	21,084	6,910	6,230
High School Graduates	71.0%	77.1%	69.0%
College Graduates	18.7%	42.6%	10.5%
Non-English Speaking	3.0%	7.7%	2.7%
People of Color	4.6%	14%	2.4%
Average Household Income	\$39, 186	\$43,602	\$34,772
Persons Below Poverty	9.6%	21.6%	10.4%

(Census Data, 2000)

Rockbridge Teacher Education Consortium (RTEC)

Mission of RTEC

Washington and Lee University refers to its program as the Rockbridge Teacher Education Consortium (RTEC). Through the RTEC, W&L intends to develop a dynamic teacher education program that benefits from the common values shared by W&L and VMI, both small, liberal arts colleges. The mission of the RTEC is to capitalize on the strengths of its two member institutions to prepare students to become teachers who are intelligent, compassionate, honorable, and dynamic leaders in their classrooms, schools, and communities.

The RTEC program rests on the four core components which are leadership, rigor, service, and diversity. These components shape this teacher education program and are attributes the RTEC seeks to develop in teacher candidates and values that characterize the RTEC.

1. Leadership. Upon graduation, the RTEC expects its teacher candidates to become effective leaders who are capable of helping others strive to high levels of achievement. This involves teachers who are able to:

- collaborate with others to envision future direction and strategies;
- motivate students and fellow teachers to use their strengths to achieve at high levels and persevere when needed;
- make decisions, organize activities, and manage their classroom; and
- serve as agents for change and excellence in their schools and communities.

The RTEC will prepare teacher candidates for these leadership roles through professional courses that require initiative, as well as opportunities for learning and practicing effective leadership roles in the campus community, classroom, and structured fieldwork. As a requirement for a recommendation for teacher licensure by W&L, teacher candidates must participate in:

- community-based projects;
- service-learning activities; and
- co-curricular programs.

Therefore, in addition to the leadership development and service activities candidates will complete in their education courses, students also will be required to have leadership experience in a co-curricular activity.

2. **Rigor.** Academic excellence is central to both institutions. W&L and VMI have long histories of setting high standards. RTEC's faculty reflect this strength through a strong commitment to in-depth preparation, intense academic expectations, and extensive personal attention and support for all students. The graduates of RTEC program will become teachers who are able to:

- engage in critical thinking, analysis and communication;
- integrate theory and practice in their teaching;
- teach content knowledge with appropriate mastery and expertise;
- use a variety of instructional methods, while knowing their own strengths as teachers;
- use technology for instructional purposes and for analyzing data;
- draw on research and experience to design outstanding instructional resources and evaluate external resources;
- engage in self-reflection and self-assessment of their teaching; and
- perform with a strong sense of honor and ethical standards.

Consistent with the liberal arts tradition of educating the whole person, the RTEC teacher candidate should be capable of using innovative teaching methods to engage all students, including those with special needs. The RTEC instills these attributes in its teacher candidates through academic coursework. Therefore, in each professional education course teacher candidates are required to:

- develop at least one major paper or curriculum project;
- make at least one presentation;
- use technology as part of the course;
- engage in assignments that encourage them to reflect on the assumptions and beliefs they bring to their teaching;
- use data or other information to support self-assessment;
- engage in research through a number of methods of inquiry;
- participate in class activities that involve the integration of theory and practice;

- participate in class activities that demonstrate effective and varied teaching methods; and
- analyze the values involved in making instructional decisions.

RTEC emphasizes fieldwork as a major part of student learning. Every education course has a co-requisite practicum course. This fieldwork component involves frequent exchanges among education faculty, clinical faculty, and students. A large part of the learning and assimilation of important values and attributes occurs through practicum experience.

3. *Service.* Upon graduation, teacher candidates are expected to demonstrate a strong commitment to service. Service is integral to leadership, but in principle and action, service has its own unique qualities. RTEC believes that a commitment to service is evident in teacher candidates who are capable of:

- effective involvement in community-based activities and a wide range of volunteer activities; and
- teaching in a student-centered manner attuned to the needs of all students.

These qualities are developed in RTEC through a variety of channels. W&L and VMI focus on service as part of their overall mission and traditional values. As teacher candidates participate in the life of their campus, they will be able to participate in service activities.

RTEC also believes that service can be manifested in the way teachers teach. A service-oriented teaching style is student-centered and attuned to the needs of all children. It seeks to address the learning challenges that many students experience. It is this level of commitment and persistence to the needs of children that best exemplifies teaching as a helping profession. These qualities will be promoted and valued in each of the education courses, and will be especially relevant to the mentoring and learning that occurs through fieldwork.

4. *Diversity.* RTEC expects each of its graduates to enter the profession as teachers who are prepared to work in school environments characterized by diversity. A rich array of instructional strategies also has emerged that enables teachers to engage diverse learners effectively.

Therefore, RTEC prepares teacher candidates who are capable of:

- communicating and developing relationships with people from different economic, educational or ethnic backgrounds.
- using their interpersonal skills to collaborate with others as a trusted and sharing team member;
- using innovative instructional methods, including differentiated instruction, designed to engage all students in learning;
- evaluating and implementing new curricula and resources designed to facilitate learning among all students; and
- identifying and assessing student learning using multiple techniques.

Some of these attributes and skills will be addressed as teacher candidates from each college work together in education classes. Because the colleges within the consortium draw from somewhat different student populations, teacher candidates will be exposed to a range of opinions and interests by interacting with their RTEC peers. In addition, this goal will be supported by placing teacher candidates in fieldwork at a number of different schools within the county. This rotation of placements will assure that teacher candidates are exposed to school populations with differing characteristics.

Rationale for RTEC

The chief reasons for the RTEC establishment are:

- proximity of the two institutions;
- need and desire of teacher candidates enrolled at W&L and at VMI to participate in programs in closer proximity than their former partner of Mary Baldwin College in Staunton;
- opportunities for a richer teacher education program through institutional collaboration; and
- professional development and collaboration/partnerships with local schools.

Student Enrollment at W&L in the Mary Baldwin College Program and Projections of Candidates Interested in Enrolling in a W&L Program

(Note: All proposed program endorsement areas are at the undergraduate level. Prior to requesting Board of Education accreditation and program approval, W&L collaborated with Mary Baldwin College for students to obtain licensure.)

Program	Winter 2007 to Fall 2009 Enrollment	Winter/Fall 2010 Enrollment Projections	Total Enrollment (Winter 2007 plus Fall 2010 Projections)
Computer Science	---	---	---
English	17	8	25
Early/Primary Education PreK-3	---	1	1
Elementary Education PreK-6	83	33	116
Foreign Language PreK-12: French	---	1	1
Foreign Language PreK-12: German	---	---	---
Foreign Language PreK-12: Latin	---	---	---
Foreign Language PreK-12: Spanish	1	6	7
History and Social Sciences	24	17	41
Mathematics	4	3	7
Middle Education 6-8: English	8	2	10
Middle Education 6-8: History and Social Sciences	---	1	1

Program	Winter 2007 to Fall 2009 Enrollment	Winter/Fall 2010 Enrollment Projections	Total Enrollment (Winter 2007 plus Fall 2010 Projections)
Middle Education 6-8: Mathematics	3	3	6
Middle Education 6-8: Science	2	2	4
Music Education – Instrumental PreK-12	---	2	2
Science: Biology	1	3	4
Science: Chemistry	1	4	5
Science: Earth Science	---	---	---
Theatre Arts PreK-12	---	---	---
Visual Arts PreK-12	---	1	1
Algebra I (add-on endorsement)	---	4	4
Journalism (add-on endorsement)	---	2	2
Total	144	93	237

The proposed W&L Teacher Education Program—RTEC—will offer no off-campus endorsement programs and no credit-bearing courses via distance learning. Because this is a new program, there are no major changes anticipated.

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.

The mission of the proposed W&L Teacher Education Program (RTEC) is to capitalize on the strengths of its two member institutions, W&L and VMI, to prepare students to become teachers who are intelligent, compassionate, honorable, and dynamic leaders in their classrooms, schools, and communities.

The RTEC has developed a framework based on four components:

- a. **Leadership.** Upon graduation, teacher candidates are expected to become effective leaders who are capable of helping others strive to high levels of achievement.
- b. **Rigor.** Academic excellence is central to both institutions. W&L and VMI have long histories of setting high standards. RTEC’s faculty will reflect this strength through a strong commitment to in-depth preparation, intense academic expectations, and extensive personal attention and support for all teacher candidates.

- c. **Service.** Upon graduation, each teacher candidate is expected to have a strong commitment to service. Service is integral to leadership, but in principle and action, service has its own unique qualities.
 - d. **Diversity.** RTEC expects each of its graduates to enter the profession as teachers who are prepared to work in school environments characterized by diversity.
2. The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.

Competencies published in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-70-600) have been reviewed and courses developed for the proposed W&L teacher education program. Additionally, current courses taught by W&L in the previously established agreement with Mary Baldwin College have been reviewed.

The RTEC program design provided in the Exhibits and Institutional Report includes the RTEC course offerings, courses required for each proposed endorsement, and the course descriptions and syllabi for the course offerings.

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

In developing its teacher education program, RTEC has been guided by research on exemplary licensure programs. In particular, they have focused on qualities identified by Arthur Levine in his 2006 report, *Educating School Teachers*. Levine states that strong teacher education programs:

- develop excellent teachers based on a clearly defined, shared, and authentic mission that leads to action;
- work at building the conditions that make it possible to implement a shared mission;
- provide a coherent and innovative up-to-date curriculum;
- offer courses that meet high academic standards;
- provide structured field experiences from the beginning of the teacher candidate's entrance into teacher education to the point that they enter the profession; and,
- build a close partnership with the local community of schools represented by a spirit of service and hands-on, collaborative co-learning.

In addition, the ten principles for teacher education and licensure established by the *Interstate New Teacher Assessment and Support Consortium (INTASC)* directly influence the objectives and content of all RTEC education courses. RTEC has aligned its courses, fieldwork, and student teaching with the INTASC principles. Also, all courses include content on the *Virginia Standards of Learning (SOL)*. For example, the instructors in Teaching Elementary Reading and Secondary Content Area Reading and Writing require teacher candidates to use the SOL in all lesson planning.

However, in currently published materials, it is difficult to determine the total number of credit hours required for each endorsement because various requirements are listed in different locations.

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.

The RTEC Framework is based on the alignment of the Four Components: Leadership, Rigor, Service, and Diversity, with the INTASC Principles and Danielson's *Framework for Teachers*. Professional course objectives in the syllabi for education courses are integrated with INTASC Principles and the components of the assessment process are outlined in the Framework. However, interviews with liberal arts faculty from both colleges and with PreK-12 personnel indicated a lack of awareness and understanding of the RTEC Framework.

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.

W&L serves as the lead campus through its Department of Teacher Education. The teacher education faculty at W&L provide the leadership needed to develop and implement these cooperative systems and ensure standardized quality control and work with the VMI program leader to hold regular, ongoing faculty meetings that ensure faculty continue to plan, learn, and work together towards continuous improvement. The two colleges will cooperate in organizing, sharing, and coordinating course numbers, pertinent records, enrollment data, and financial arrangements.

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

To ensure that the consortium as a whole and each individual course offers the same content at commonly high levels of quality, an ongoing assessment component is outlined in the RTEC Framework that provides continual feedback to program leaders. The assessment collects quantitative and qualitative data that allows RTEC faculty to review success in achieving targeted teacher candidate outcomes consistent with the four components of leadership, rigor, service, and diversity. In addition to reviewing outcomes from teacher candidate testing, field experience, and course evaluations, teacher candidates maintain a portfolio that captures their experiences in the program.

Data needed by the Virginia Department of Education also are collected and will be reported in accordance with VDOE guidelines.

A comprehensive assessment plan to collect and analyze the data outlined in the RTEC Framework was not evidenced during the on-site review. The RTEC Framework is not reflected in the field experience evaluation and teacher candidate teaching evaluation documents.

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

The Foundations of Education course is open to all students at VMI and W&L. However, after the initial education course is completed, teacher candidates who wish to continue in the W&L Teacher Education Program and students who desire to take teacher education courses, but who do not wish to pursue licensure, must request permission from the director of teacher education to continue taking education courses.

While current records indicate that the majority of teacher candidates who enroll in education courses at W&L and VMI seek licensure, the colleges also serve those who wish to teach at private or Catholic schools; however, all teacher candidates must meet the department's standards. RTEC is invested in maintaining high quality and in honoring its partnership with the local schools. Prospective teacher candidates who appear to lack commitment to excellence in fieldwork placements are not allowed to enroll in education courses. Evaluation information is solicited from cooperating teachers to assure that their concerns are an integral part of the admissions process. Each college allows teacher candidates to enroll in upper-level teacher education courses, using common admission standards. Candidates are required to earn a grade of 2.0 or better in all education courses.

Requirements for program entry point are not clearly specified.

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.

Beginning with the first course in the RTEC program, Foundations of Education, teacher candidates complete hours of observation in local public schools. Teacher candidates complete course assignments such as journals and reflective papers intended to assure teacher candidates are observing the relationship between theory and practice. Each course in the RTEC sequence includes a practicum component. In

addition to time spent in observation, the course will require completion of content-specific assignments to assure the teacher candidate connects the course material to the classroom.

During the program, all candidates are required to complete placements in at least two of the community school systems (Buena Vista City Schools, Lexington City Schools, and Rockbridge County Schools). One of their placements must include at least one experience in a high-poverty, rural school setting. Additionally, teacher candidates are encouraged to take the elective course EDUC 369 *Urban Education* to expand their experiences in diverse settings by completing field work in a Richmond City school.

Requirements stated in the Institutional Report were not found in current publications available to teacher candidates and advisors.

- 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.

Faculty supervisors meet each semester with the cooperating teachers and share expectations at an initial triad meeting with the student teacher and cooperating teacher to convey the importance of communication, cooperation, and collaboration for successful field experiences. RTEC provides a handbook written for the cooperating teachers with requirements, suggestions, and all the evaluative forms needed to assess candidate performance. This includes participation in functions such as faculty meetings, parent-teacher conferences, and school board meetings. Although the Institutional Report indicated that the handbook encourages the candidate to be a part of the teacher's interactions with parents, colleagues, and community stakeholders, no reference of community interaction was located in the current draft of the Student Teaching Handbook.

There is no requirement for parent and community interaction in the Practicum Handbook and the Student Teaching Handbook.

- 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.

No statement of the minimum hours required for student teaching was identified in the materials examined and teacher candidates who were interviewed were unaware of the specific number of hours required, although they knew that student teaching requires a minimum of 300 clock hours. There is a need to specify the required student teaching hours in the Student Teaching Handbook and the syllabus for student teaching. The *Regulations Governing the Review and Approval of Education Programs in Virginia*

require "...the student teaching experience should provide for the prospective teacher to be in classrooms full-time for a minimum of 300 clock hours including pre- and post-clinical experiences) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought."

- 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.

As indicated in 6a above, the RTEC sequence of field experiences begins with observation in the first education course and culminates in student teaching. Additionally, each course provides class time for discussion and elaboration of field experiences. Assignments from the seminars and courses encourage peer observation as well as active self-reflection through the keeping of journals, completing classroom management plans, and reflecting on videotaped lessons.

Recommendation: Prepare a narrative for the Practicum Handbook to articulate the rationale for the developmental sequence of field experiences that progressively increases teacher candidate responsibilities in the K-12 setting. For example, begins with observation, adds assisting duties, teaches a lesson, and ends with full classroom responsibility.

- 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.

Evaluation forms have been developed for practica and for student teaching. Student teachers also compile a portfolio with formal reflections on lessons and complete formal mid-term and final self-evaluations. Teacher candidates report that they do not receive feedback from the evaluation forms that are submitted by cooperating teachers to the Teacher Education Department.

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 collaborate with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the *Virginia Standards of Learning*.

Faculty who teach general and content area courses view a teacher education program as another resource for the majors in their departments. Liberal arts faculty willingly provide syllabi as well as advice on how to complete the matrices for each endorsement area. The Teacher Education Advisory Committee met twice a year

during the development of the Teacher Education program at W&L. According to the minutes, the most recent meeting was January 2008. Faculty expressed support of the program, but were unaware of content related to their teaching areas in the SOL and Praxis II.

- b. Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.

PreK-12 faculty, principals, and superintendents of all three school divisions in the RTEC region have encouraged the development of RTEC as an approved program and have provided support letters. However, they report that they have not provided input for program development.

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

As a result of W&L's and VMI's relationship with the Teacher Education Program at Mary Baldwin College, both schools have had students completing practicum credits and student teaching with partner schools for over ten years. RTEC is expanding this relationship to develop designated cooperating teaching staff in each school to facilitate a more streamlined connection between the colleges and the partner schools.

- 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.

Over the last three years, W&L and VMI have been very active in a number of collaborative teacher education efforts in school divisions. W&L, in particular, has been able to provide professional development for elementary and middle school teachers in all three school divisions through a partnership with a local nature center and through a joint grant with the W&L Biology Department. As a consequence of these partnerships, W&L has been able to lead or co-lead over five professional development programs focusing on inquiry-based science instruction. Licensure renewal points were offered to teachers for these institutes. In addition, an arrangement was established that allows teachers to earn credit for renewal by mentoring practicum students or teacher candidates. The grant provided through the W&L Science Department provides funds for a three-day summer institute for four consecutive summers, starting in 2009. Teachers receive a stipend for attending the workshop and free materials for their classrooms. In addition, W&L Teacher Education faculty helped design and staff an afterschool tutorial program at a local middle school and high school, using education students to coordinate other student volunteers. Meaningful connections with participating schools also have been made through assisting schools that have been awarded 21st Century Grants. W&L also has

begun discussing the possibility of offering University of Virginia courses at W&L to assist teachers in its partner schools who need graduate coursework. VMI, through one of its student service clubs, has been very active in reading and mathematics assistance during the school day and in after-school tutorial and homework help programs.

Review of Team Findings Based on Evidence Presented:

Weaknesses:

- The Institutional Report states that courses are aligned with the *Licensure Regulations for School Personnel*. W&L should ensure that competencies reflected in program endorsement area matrices and course offerings (syllabi) are aligned with the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-70-600).
- In currently published materials, it is difficult to determine the total number of credit hours required for each program endorsement area because various requirements are listed in different locations. Advising check sheets are needed for each endorsement program that clearly indicates the total number of hours required for the program, as well as the requirements and the number of credit hours in each category:
 - Foundation and Distribution Requirement coursework
 - Major coursework
 - Teacher education coursework
 - Any additional electives.
- Interviews with liberal arts faculty from both colleges and with PreK-12 personnel indicated a lack of awareness and understanding of the RTEC Framework. RTEC should schedule meetings of the Teacher Education Council and provide minutes as evidence that all stakeholders are involved. Ensure that all stakeholders can articulate the RTEC Framework, including teacher education and liberal arts faculty at W&L and VMI, PreK-12 personnel, and teacher candidates.
- A comprehensive assessment plan to collect and analyze the data outlined in the RTEC Framework is needed. The RTEC Framework is not reflected in the field experience evaluation and teacher candidate teaching evaluation documents. Develop a comprehensive assessment plan to collect and analyze the data outlined in the RTEC Framework. Revise the field experience evaluation and teacher candidate teaching evaluation to reflect the RTEC Framework.
- Program entry points are not clearly specified. Clearly specify the requirements for each entry point in the program (Program Admission, Student Teaching, and Licensure) and clarify, for consistency, language on pages 22 and 23 of the RTEC Institutional Report. It is suggested that the RTEC require that its teacher candidates pass all licensure assessments prior to student teaching.

- There is a need to fully develop the Practicum Handbook and Student Teaching Handbook. The handbooks must clearly state the requirements for the field experiences in the program (required number of practica, number of hours for each practicum, placements with diverse K-12 students, etc.).
- No requirement for parent and community interaction has been included in the Practicum Handbook and the Student Teaching Handbook.
- There is a need to clearly outline the required student teaching hours in the Student Teaching Handbook and the syllabus for student teaching. The *Regulations Governing the Review and Approval of Education Programs in Virginia* require “...the student teaching experience should provide for the prospective teacher to be in classrooms full-time for a minimum of 300 clock hours including pre- and post-clinical experiences) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought.”
- Teacher candidates report that they do not receive feedback from the evaluation forms that are submitted by cooperating teachers to the Teacher Education Department. RTEC should prepare narrative for the Student Teaching Handbook explaining the “triad” model with cooperating teaching, university supervisor, and student teacher to review feedback on the evaluation forms.
- RTEC should schedule Teacher Education Council meetings to inform W&L and VMI faculty about topics related to teacher licensure content areas, such as endorsement matrices, SOL, and Praxis II requirements.
- PreK-12 faculty, principals, and superintendents of all three school divisions in the RTEC region report that they have not provided input for program development. RTEC should schedule Advisory Council meetings to involve PreK-12 school personnel in planning sessions to provide feedback for continued development and improvement of the teacher education program.

Recommendation for Standard 1: (Met/Met Minimally with Significant Weakness/Not Met):

Met Minimally with Significant Weakness

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.

The Rockbridge Teacher Education Consortium (RTEC) has developed a rudimentary assessment process (Institutional Report, Table 4) to determine whether or not teacher candidates have demonstrated the knowledge, skills and dispositions to meet professional, state, and institutional standards to ensure student success. Flowing from their mission statement, the

RTEC teacher education program rests on four core components of leadership, rigor, service, and diversity with specific intended learning outcomes as indicators of successful attainment of knowledge, skills, and dispositions. These four components have been aligned with the INTASC Standards and with specific intended learner outcomes within specific professional education courses. Although this program design contains the elements of an assessment plan, the assessment plan lacks specificity of where assessments will occur, which measures will be used, who will collect data or how the results would be used for program improvement. Practicum and Student Teaching Handbooks and evaluation forms for teacher candidates' practicum and student teaching experiences were not fully developed.

The RTEC has submitted program matrices for each planned endorsement area to the Virginia Department of Education with the majority of the program matrices still under review. Although the general education requirements differ at each institution within the RTEC, it was not clear from documents reviewed exactly how many courses outside of the professional education courses each teacher candidate must take. Although it appeared that RTEC teacher candidates exceed the required number of credit hours, it was not clear from documents reviewed and stakeholders interviewed exactly how many clock hours are associated with a practicum experience, how many experiences a teacher candidate will complete, or how many clock hours are associated with the student teaching experience.

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. Indicators of the achievement of this standard shall include the following:

- 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.

Insufficient evidence was provided to support all elements. Both institutions have competency requirements for writing. At W&L teacher candidates can demonstrate this proficiency through several methods, but at VMI teacher candidates are required to complete two semesters of English composition and a course in public speaking. RTEC teacher candidates must pass both Praxis I and the Virginia Communications and Literacy Assessment. Knowledge of exemplary authors and literary works were not addressed. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to the advisory council and stakeholders; and make necessary improvements to the program.

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

Insufficient evidence was provided to support all elements. At W&L teacher candidates may complete either a mathematics course in Calculus or in Computer Science programming. At VMI teacher candidates are required six semester hours of mathematical reasoning. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

- 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.

Insufficient evidence was provided to support all elements. At W&L teacher candidates must complete six semester hours in natural or physical sciences with the minimum of one course having a required laboratory. At VMI teacher candidates are required to complete six semester hours of scientific analysis. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

- 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.

Insufficient evidence was provided to support all elements. At W&L teacher candidates must complete six semester hours in social sciences with one course in American history and political science. At VMI teacher candidates are required to complete six semester hours of world history. Subject areas of geography or economics are not addressed. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

- 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.

Insufficient evidence was provided to support all elements. At W&L teacher candidates must complete an introductory developmental psychology course, four terms of physical education activity classes, three semester hours in humanities, three semester hours in

fine arts, three semester hours in literature, and must either pass a competency test in a foreign language or complete an upper-level foreign language course. At VMI teacher candidates are required to complete an introductory developmental psychology course, seven semesters of physical education, and six semester hours of civilization and culture. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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

Documents reviewed and interviews of current students provided inconsistent evidence of whether or not the basic entry-level competency assessments are completed prior to entry into the RTEC teacher education program. Because the RTEC is a proposed program, no data were available during the accreditation visit.

W&L (RTEC) should establish and enforce basic entry-level requirements.

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

Insufficient evidence was provided to support all elements. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

- 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.

Insufficient evidence was provided to support all elements. Although all RTEC teacher candidates complete an introductory developmental psychology course, there was not sufficient evidence to support knowledge and skills related to neurological, social, emotional, intellectual, and cognitive development of children and youth. The complex nature of language acquisition was not addressed with the exception of English Language Learners. Reading courses (EDUC/ED 305 and EDUC/ED 353) which were identified for

meeting diversity requirements were not required for endorsement requirements for PreK-12: Visual Arts, Music Education: Instrumental, or Theatre Arts.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

- 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.

Insufficient evidence was provided to support all elements. Although teacher candidates have the opportunity to demonstrate their proficiency in applying 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, no data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

- 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.

Insufficient evidence was provided to support all elements. Although teacher candidates have opportunities to plan instruction based on assessment data, no data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

- 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.

Insufficient evidence was provided to support all elements. Although teacher candidates are provided effective ways of using technology to enhance and extend learning and provided opportunities to practice the use of technology, no data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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

Insufficient evidence was provided to support all elements. In the Institutional Report, RTEC teacher candidates are identified as being presented with data on school achievement and on program performance to analyze and interpret (EDUC/ED 200) and provided a unit on understanding standardized tests, informal tests, behavioral scales, and criterion-referenced tests (EDUC/ED 302). However, a review of the affected syllabus does not reflect these requirements. Only limited information was provided addressing this indicator, and the information supplied to the team addressed assessment of students with exceptionalities.

The Institutional Report also identifies additional courses where these areas are discussed but all students are not required to take these courses (EDUC/ED 305 and EDUC/ED 353). No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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....

Not Applicable

Review of Team Findings Based on Evidence Presented:

The establishment of a comprehensive assessment plan would enhance and ensure that sufficient evidence is provided regarding the W&L's (RTEC's) achievement of stated goals. Transition points for the teacher candidate would aid this assessment plan. Specific assessment projects that are embedded in courses to measure teacher candidate progress toward the teacher education program's goals would form a major part of the assessment plan.

Weaknesses:

- No data were available to provide evidence of meeting competencies.
- No comprehensive assessment plan was established to systematically monitor teacher candidates' progress through the teacher education program.
- The teacher education program goals were not clearly articulated to all stakeholders.

Recommendation for Standard 2: (Met/Met Minimally with Significant Weaknesses/Not Met)

Not Met

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. Indicators of the achievement of this standard shall include the following:

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.

There are three full-time faculty employed to implement the RTEC, two hold terminal degrees and the third member has completed all requirements except the dissertation with degree completion expected this year. The faculty is small but well-qualified; well respected among the institution's faculty and administration, among the current and former students, cooperating teachers, and school administrators. All are Caucasian. Two are female and one is male. According to both written and interview evidence, other faculty who have been identified for involvement in delivering the professional education courses also are well-qualified with doctorates in their fields or with appropriate expertise. Diversity among the faculty is severely limited in both institutions. Two faculty of color, both Asian American women, were interviewed and their involvement in the RTEC is defined.

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

Interviews and review of faculty vitae clearly indicate that the professional faculty have demonstrated competency in their endorsement area and support this requirement. The three full-time faculty have experience throughout the K-12 spectrum, having taught at the elementary, middle, and high school levels. Review of the standards-based education syllabi demonstrated use of technology and awareness of cultural differences and exceptionalities and their instructional implications. According to both written and interview evidence, the faculty who will be involved in the RTEC are well-qualified, active in their respective disciplines, and have previous experience teaching or working in the K-12 environment.

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.

The Institutional Report states, "education faculty have access to 'smart classrooms' and thus are able to integrate extensive use of technology in their classes. Students in teacher education classes employ the classroom technology to make presentations to perform peer teaching" (32). A review of the education course syllabi indicates a

substantial use of technology in instructional delivery. In addition to the abundance of smart classrooms available at both institutions, the Tucker Multimedia Center (TMC) is a state-of-the-art facility at W&L used by individuals, small groups, and classes. According to a recent report submitted to the W&L Provost from the TMC director, the TMC:

- is used by students of foreign languages, and the entire Washington and Lee community;
- is open for operation from 8 am to midnight and faculty have access to the TMC and its resources 24/7, all yearlong; and
- provides, when possible, financial support to faculty and staff who wish to improve their teaching methodologies using or not using technology.

Based on interviews and evidence provided, the TMC and RTEC have clear plans to work collaboratively to ensure that adequate foreign language teacher preparation is achieved.

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

As stated in the Institutional Report, “[all] faculty integrate content related to the *Virginia Standards of Learning* in their classes. Students are expected to follow *Virginia Standards* when designing lesson plans and performing peer teaching....” Review of course syllabi indicates a standard-based curriculum is presented to the teacher candidates. Interviews with cooperating teachers and school administrators provided evidence that teacher candidates, in practicum and in student teaching, are aware, prepared, and competent to deliver standards-based instruction in their field experiences.

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

There is limited information to indicate that the RTEC faculty have demonstrated understanding of cultural differences and exceptionalities and their instructional implications. The limited courses currently offered include one course and its accompanying practicum EDUC 302/303, The Exceptional Learner/Practicum, which addresses this standard. Review of available syllabi also indicates a limited exposure to topics and experiences to prepare teacher candidates for cultural differences and exceptionalities.

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

Given the small number of students who are involved in field experiences at the current time, supervision has been adequate. The full-time professional education faculty have experience teaching at all levels in K-12 schools. Interviews with

cooperating teachers and school administrators indicate satisfaction with the placement process and on-site supervision provided by the faculty.

- 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.

Review of faculty vitae and interviews indicate that the faculty are professionally active. Given the time constraints to prepare a new program and to deliver the existing collaborative with Mary Baldwin College, it is understandable that the three full-time faculty have limited time to participate in the professional world of practice.

- 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.

One faculty member's professional activity is limited given his current involvement in completing his doctoral degree. However, his vita includes evidence of some conference presentations and departmental service on academic committees at VMI. Another faculty member is one-year into her post-doctoral career. Yet, she recently returned from presenting at the annual conference for the National Council of Teachers of English. All members are active in the Rockbridge area schools. Interviews with cooperating teachers and school administrators indicate an ongoing and promising partnership as proposed for the RTEC.

- 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.

As stated in the Institutional Report, “[a]ll education courses are designed with the premise that the instructors must model good teaching by integrating a number of different instructional approaches into their courses. The syllabi of our professional education courses reflect this commitment (33). The current course offerings are limited, as expected. However, upon review of available syllabi, discussions with faculty, and review of faculty vitae there is evidence of an adequate and appropriate use and understanding of instructional teaching methods.

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

Review of syllabi indicates that candidates are encouraged to reflect, think critically, and solve problems. The courses offered by the faculty are limited and as stated in Appendix H of the Institutional Report, the “...overall aim is to produce teachers who understand the broad issues that are central to understanding American Education, the

specific issues involved in teaching students with exceptional needs, the central tenets of reading instruction and literacy for PreK-12, and the link between theory and practice” (131). The seminar experience which accompanies student teaching provides candidates with opportunities to reflect not only with their supervisor but also with their peers. Interviews with cooperating teachers indicated that the seminars which were held on a rotating basis among the host schools were a valuable and beneficial experience for student teachers.

- c. The teaching of professional education faculty reflects knowledge and understanding of cultural diversity and exceptionalities. Section 1e. includes a response to this indicator.
- d. Teaching of professional education faculty is continuously evaluated, and the results are used to improve teaching and learning within the program.

As stated in the Institutional Report, all courses are evaluated “...through course evaluations, student performance on class assignments, and student scores on state and national tests for education. Courses are continually revised so that the content is appropriate for student success in teaching” (33). The faculty handbooks for W&L and VMI detail the faculty evaluation procedures. According to Appendix H in the Institutional Report, “[t]eacher education uses a standardized template for all course evaluations. Students in all classes are asked to rate how well they feel they can accomplish the course objectives, using a 5-point scale for evaluation. They are also asked to rate the value of each assignment or major class activity for its contribution to their learning. In addition, all evaluations have open-ended questions to collect student concerns and suggestions...” (131).

There is limited data available on course evaluations as indicated in the response to Standard 2. In addition to course evaluations, there is evidence that an exit survey for students who complete the program has been developed and will provide valid results once the program has greater than ten completers through the RTEC.

Appendix H of the Institutional Report and interviews with cooperating teachers and school administrators indicate that improvements in coursework and in field experiences have been made in response to student and school-based personnel concerns.

- 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.

- 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.

RTEC is a proposed program. Currently, three full-time faculty members are charged with developing and implementing the RTEC and are non-tenure track appointments at both W&L and VMI. As stated in the Institutional Report and confirmed in interviews with faculty and deans at both institutions, the current faculty teach the normal load required in both institutions. The teaching load for faculty involved in the RTEC will include supervision of fieldwork and classroom teaching. In addition, the current faculty are eligible to receive the same level of annual funding for professional development and conference travel as other faculty at the institutions.

Upon program approval, it will be critical that both deans re-evaluate the work load for the two directors. Sufficient teaching load reduction is essential for both directors to perform the administrative responsibilities required to plan, implement, and evaluate a state-approved program.

- 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.

There is incomplete evidence to support a verifiable plan to recruit and retain a qualified and diverse professional education faculty which appears justified given the status of the program at W&L and at VMI.

- 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.

The faculty handbooks for W&L and VMI detail the policies and practices in place to support and encourage professional faculty to be continuous learners.

- 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.

As stated in section 3.b. the current education faculty are eligible to receive the same level of annual funding for professional development and conference travel as other faculty at their institutions.

- c. Professional education faculty are actively involved in scholarly activities that are designed to enhance professional skills and practice. See C. Standard 3.1.g-h for evidence.
- d. Regular evaluation of professional education faculty includes contributions to teaching, scholarship, and service. See standard 2.d. for evidence.
- e. Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty. See C. Standard 3.2.d. for evidence.

Review of Team Findings Based on Evidence Presented:

Comments:

Consistent among interviews and discussions with all faculty at W&L and VMI, cooperating teachers and school administrators was clearly articulated energy, commitment, and dedication to participate in developing and implementing the RTEC. In addition, interviews with department heads and teaching faculty from W&L and VMI indicate a strong and eager desire to serve the students in the RTEC, as well as interest in continued collaboration with the RTEC faculty and the school divisions. Sufficient evidence in documents and interviews verified former, current, and forthcoming collaborations among all stakeholders.

In interviews with various arts and sciences faculty and department heads, there appears to be a genuine respect for and familiarity with the professional education faculty. However, very few expressed knowledge concerning the *Virginia Standards of Learning* and their role in delivering the “Rigor” component in the RTEC framework. Similarly, few were familiar with the matrices and Praxis II requirements.

Interviews of tenured and tenure-track faculty who have been identified to support the professional education curriculum indicate they are well-qualified in their discipline and several have significant teaching and or administrative experience in the K-12 environment.

Weaknesses:

- There was minimal reference to the *Virginia Standards of Learning* in the professional course syllabi. As stated in other standards, the RTEC’s lack of a conceptual framework that is clearly articulated, shared, and coherent was a concern for the review team. Among the variety of faculty interviewed on both campuses, there was no clear indication by the faculty of understanding of a framework that clearly and succinctly identifies and distinguishes the RTEC.
- Given the lack of diversity among the faculty, there was no evidence of an established plan to recruit and retain well-qualified and diverse faculty.

Recommendation for Standard 3: (Met/Met Minimally with Significant Weaknesses/Not Met) **Met**

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.

At W&L and at VMI, the Directors of Teacher Education report directly to the deans of the college or institute. (See accompanying charts showing how the teacher education programs fit within the organizational structures of W&L and VMI.) The Director of Teacher Education at W&L, under the supervision of the Dean of the College, has the ultimate authority and responsibility to develop and revise the proposed teacher education program (RTEC). The directors work collaboratively to determine the content of professional courses and assess the program for effectiveness.

Recruitment and hiring are monitored through a committee hiring procedure. A job description is developed by the director and approved by each respective dean. A candidates search and review committee is then established, and candidates are interviewed and recommendations made by the committee. The director and the dean (VMI and W&L) weigh the committee's recommendations, but make the ultimate decision or recommendation to the University or Institute about whom to hire.

The W&L Director of the RTEC has the authority to allocate resources for the W&L programs; likewise, the Director of Teacher Education at VMI has similar authority and responsibility. The ultimate authority for allocation of resources for the proposed W&L teacher education program (RTEC) rests with W&L.

Chart 1: Washington and Lee University Organizational Structure

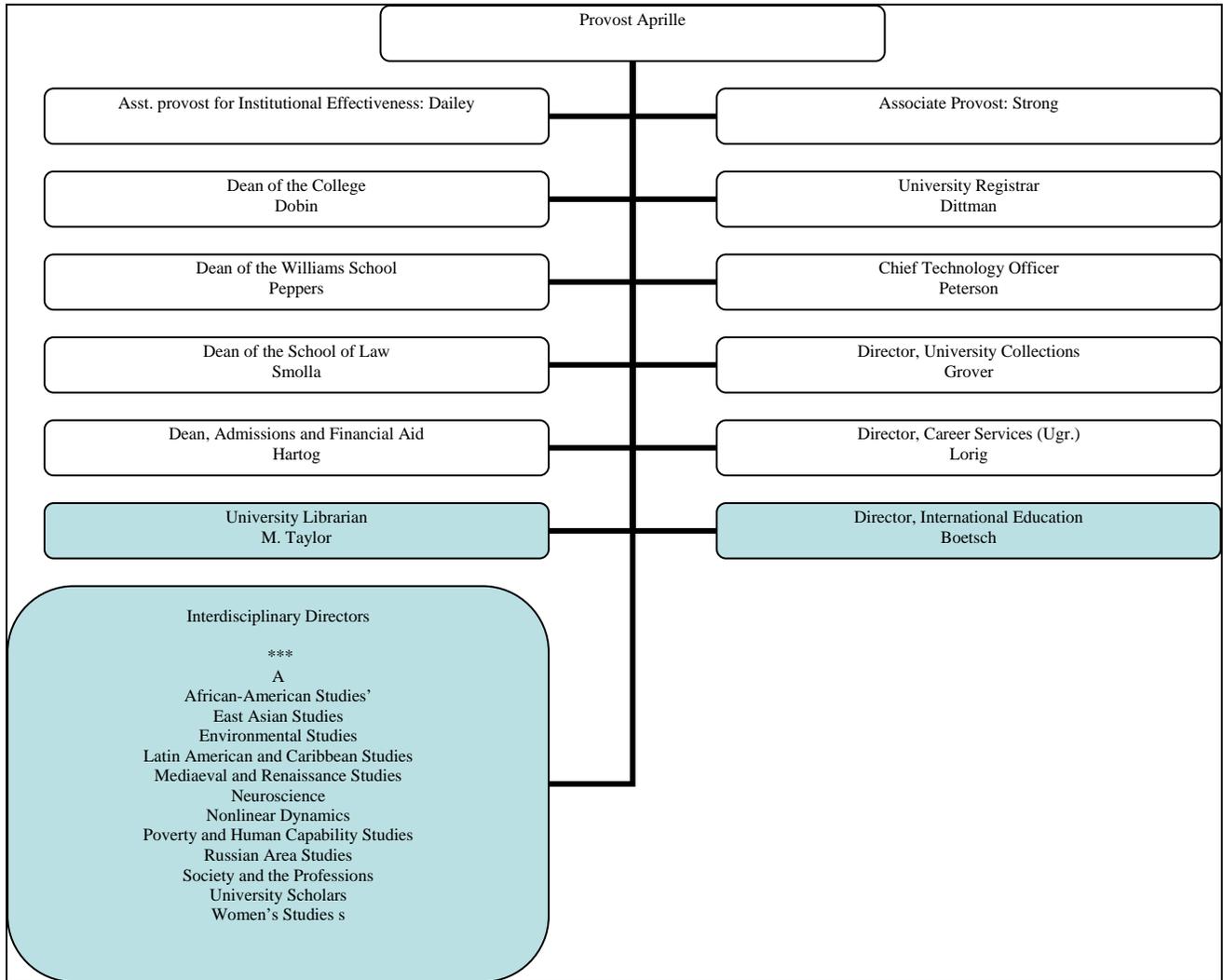


Chart 2: Washington and Lee University Undergraduate Organizational Structure

UNDERGRADUATE

THE COLLEGE

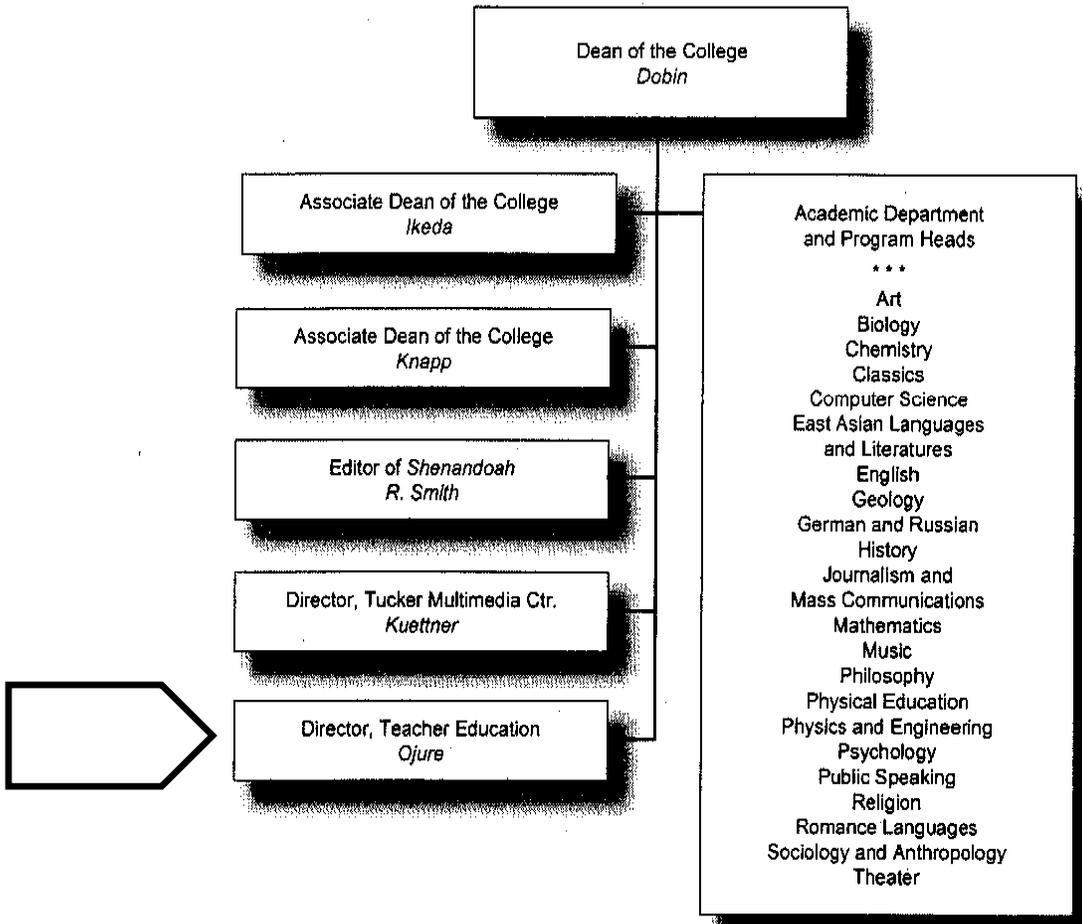
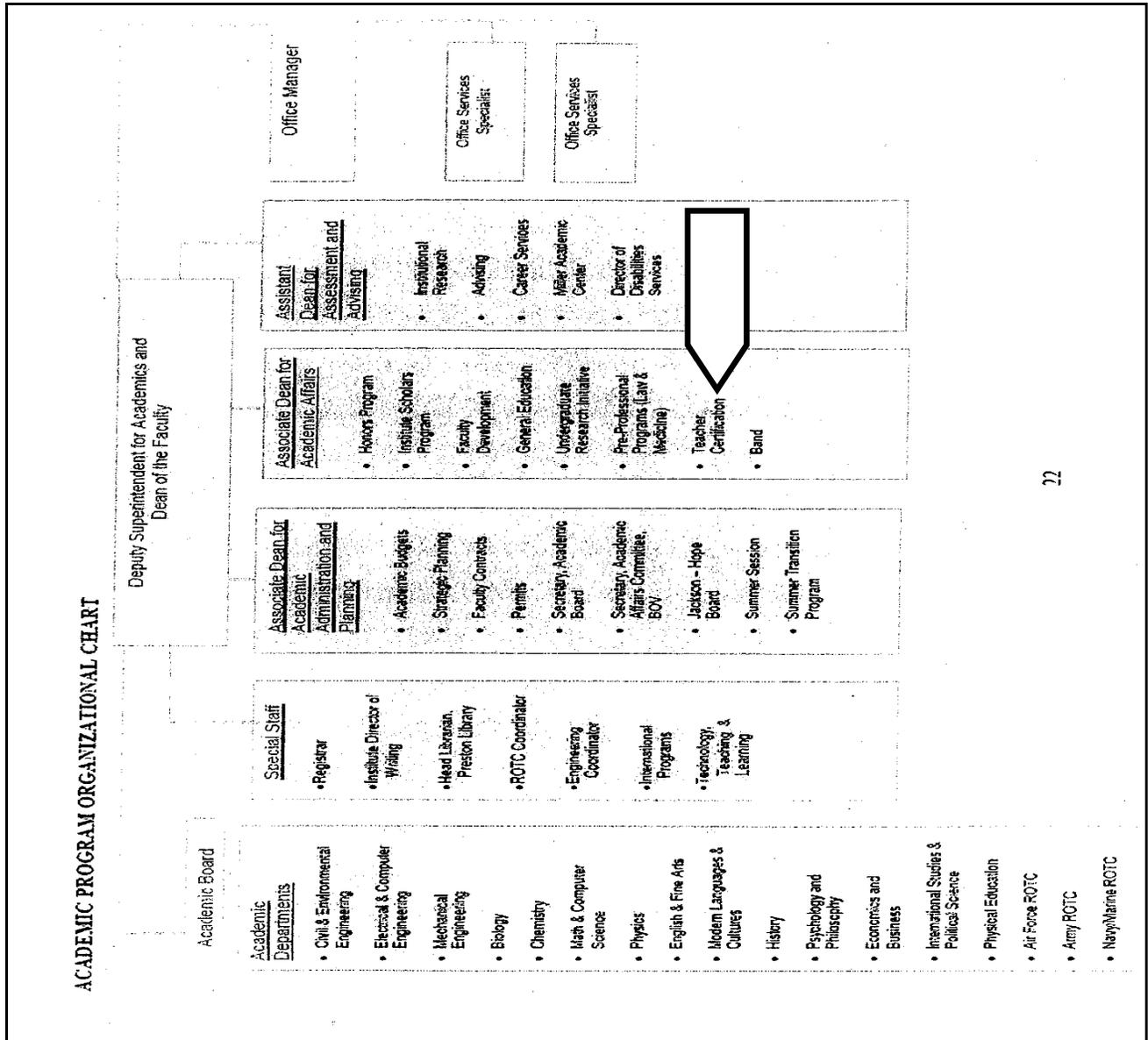


Chart 3: Virginia Military Institute Administrative Structure



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

W&L and VMI education faculty meet on a regular basis to review the program’s progress and to monitor the health of the program. In addition, the two teacher education directors meet regularly with each other and with the deans of their colleges to discuss the teacher education program’s viability and space needs. Currently, the education programs at W&L and VMI have adequate office space and have satisfactory use of

college classrooms. The teacher education program at W&L will be moving into a newly renovated classroom building in the fall of 2010 and will then be able to interact on a more regular basis with other academic departments.

The long-range plan presented to meet D. Standard 4.1.b is incomplete because it does not include substantial involvement of the constituencies of the RTEC nor does it have a long-range focus. It is recommended that the RTEC develop a five-year and ten-year plan that documents collaboration with representatives of the education and disciplinary faculties (in appropriate endorsement areas) of W&L and VMI, professional educators in the school divisions primarily served by the RTEC, teacher candidates, and alumni of VMI and W&L. It is recommended that the plan address such issues as (a) educator personnel needs of the primary school divisions RTEC intends to serve, (b) professional development teacher needs in the RTEC catchment school divisions, (c) recruitment efforts/plans and resource needs of the RTEC, and (d) utilization of program assessment findings for program improvement along with program revision/expansion plans and issues. The five- and ten-year plans should be monitored by the RTEC Advisory Council and the RTEC Teacher Education Council and reported annually, or as requested by, to the administration of W&L and VMI.

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

W&L currently has the Teacher Education Advisory Committee that is chaired by the Director of Teacher Education, and composed of four university faculty members, the Associate Dean of the College, and one representative of a local primary/secondary school system, appointed by the Provost. The committee defines and regularly reviews the roles and responsibilities of the Director of Teacher Education at W&L, examines the relevant coursework in teacher preparation, advises the Director about the efficacy of the existing program, and recommends improvements to the current program, including both curricular and co-curricular components.

Substantial involvement of the constituencies of the RTEC was not found by the on-site review team. It is recommended that the RTEC expand its Teacher Education Advisory Council to include at least four VMI faculty members who teach content courses teacher candidates might be expected to take, the VMI Director of Teacher Education, and a representative from each of the school divisions to be served.

It is recommended that the RTEC establish a Teacher Education Council. The purpose of the Teacher Education Council is to develop, implement, and evaluate all policies regarding (1) admission into teacher education programs, matriculation through the programs, and establishment of licensure recommendations procedures and standards for the RTEC member institutions, (2) monitoring and review of curriculum to assure compliance with the framework guiding the RTEC program, (3) facilitation of program evaluation and change when necessary as determined through an evaluation by the

Council or through policy promulgated by the Virginia Board of Education, and (4) development of strategies to address, through RTEC, selected needs identified by the partnering school divisions.

The Teacher Education Council also will address a finding of the Accreditation Team across all groups interviewed. The groups were not aware or were unable to describe the framework of the RTEC which guides curriculum development, instructional practices, field placements, and assessment planning and program improvement. The Teacher Education Council can facilitate improved information sharing and knowledge awareness of the RTEC and its policies and programs.

Membership of the Teacher Education Council might include representatives of the deans' offices of VMI and W&L, a faculty member liaison from each endorsement area of the RTEC, a school division representative from the Teacher Education Advisory Council, the RTEC teacher education faculty, and a current student of the RTEC.

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

W&L and VMI both have clear nondiscriminatory policies with set grievance procedures; the education programs currently in place at each school operate in accordance with their college's policies.

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.

The on-site Accreditation Team found that the size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical staff support the consistent delivery and quality of each education endorsement area program offered.

The number of endorsement areas requested for approval by the Virginia Board of Education may be excessive given the limited number of professional education faculty and clerical staff assigned the RTEC at W&L and at VMI. The RTEC may wish to limit the number of endorsement areas during the first three years of operation to those areas in which there is greatest teacher candidate interest and school division need because of the reporting requirements for approved endorsement area programs as required by the Virginia Board of Education and United States Department of Education. Failure to meet the standards associated with the reporting requirements has significant consequences for the RTEC, its teacher candidates, and the member institutions.

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

The disciplinary, content courses appear to have adequate instructional technology. However, instructional technologies used in local K-12 schools such as SmartBoard™ do not appear to be available at W&L or VMI for teacher candidates to learn to use in order to integrate technology in the instructional process.

The office space and classrooms for W&L faculty and students are under renovation. VMI facilities are adequate. Both institutions have appropriate facilities, equipment, technology, and other budgetary resources. The RTEC will need additional resources to acquire instructional technology used in its service area schools for training of its teacher candidates.

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

Findings from budget reviews and interviews with the leadership of W&L and VMI by the Accreditation Team indicate that resources are allocated in a manner that would allow the RTEC to meet its anticipated outcomes.

- 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.

Both colleges have very strong information technology services; ongoing training in technology is available to all faculty, staff and teacher candidates. The Accreditation Team saw outstanding technology available to the teacher candidates in the disciplinary fields as well as evidence of its use in the instructional process by discipline-based faculty who teach in the proposed endorsement areas.

- 3. The professional education program shall ensure that full, 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.

The professional education programs at both colleges have facilities that provide adequate office space and other instructional resources. However, the RTEC Advisory Board should review the level of support needed annually to assure that the programs continue to be adequately supported as they become established and more fully engaged in the production of teacher candidates.

Review of Team Findings Based on Evidence Presented:

Weaknesses and Recommendations (Where applicable): See each element and subset of D. Standard 4, for specific details of recommendations in this section.

- The long-range plan presented to meet D. Standard 4.1.b does not include substantial involvement of the constituencies of the RTEC nor does it have a long-range focus. It is recommended that the RTEC develop a five-year and ten-year plan that documents collaboration with representatives of the education and disciplinary faculties (in appropriate endorsement areas) of W&L and VMI, professional educators in the school divisions primarily served by the RTEC, teacher candidates, and alumni of VMI and W&L.
- Substantial involvement of the constituencies of the RTEC was not evident during the on-site accreditation review. It is recommended that the RTEC expand its Teacher Education Advisory Council to include at least four VMI faculty members who teach content courses teacher candidates might be expected to take, the VMI Director of Teacher Education, and a representative from each of the school divisions to be served. It also is recommended that the RTEC establish a Teacher Education Council.
- The RTEC Advisory Board should consider the possibility of limiting the number of endorsement programs offered in Academic Year 2010-2011. The results of the RTEC study should be reviewed by the academic leadership of W&L and VMI before a determination to offer all or fewer endorsement programs in 2010-2011 is made.
- The RTEC will need additional resources to acquire instructional technology used in its service area schools for training of its teacher candidates.

Recommendation for Standard 4: (Met/Met with Significant Weaknesses/Not Met): Met

APPENDICES

APPENDIX A

Alignment of RTEC Core Components to INTASC Standards and the Framework for Teaching

Alignment of RTEC Core Components to INTASC STANDARDS and The Framework for Teaching

RTEC Core Components	INTASC STANDARDS <small>*List of Standards Figure 1 Below</small>	The Framework for Teaching: Components of Professional Practice - Danielson <small>*List of Standards, Figure 2 Below</small>	Alignment to Professional Course Objectives <small>(A number of objectives form each course apply, however, here we are highlighting the most relevant from each course)</small>	Assessment Process								
Leadership	Principal 5 Principal 6 Principal 7 Principal 10	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Principal 5</td> <td style="text-align: center;">1e 2a-2e 3c</td> </tr> <tr> <td style="text-align: center;">Principal 6</td> <td style="text-align: center;">2a 3a-c</td> </tr> <tr> <td style="text-align: center;">Principal 7</td> <td style="text-align: center;">1a -1e 3c 3e</td> </tr> <tr> <td style="text-align: center;">Principal 10</td> <td style="text-align: center;">1d 4c 4d 4f</td> </tr> </table>	Principal 5	1e 2a-2e 3c	Principal 6	2a 3a-c	Principal 7	1a -1e 3c 3e	Principal 10	1d 4c 4d 4f	EDUC 200 – Obj. 3, 6 EDUC 302 –Obj. 1-7 EDUC 305 – Obj. 4,9 EDUC 315 – Obj. 3-8,10 EDUC 340 – Obj. B, E,F,H,I,K EDUC 343-Obj. B, E,F,H,I,K EDUC 353- Obj. 1-4,7,8 EDUC 356 – Obj. 1-3,5,6,8 EDUC 366 – Obj. 2,3 Teaching Practicum Directed Teaching	-Documentation of leadership role while an undergrad to be completed by faculty adviser(s) using a form designed by Teacher Education to document a minimum of 40 total hours. (The 40 hours may be comprised of different leadership experiences) -Practicum experiences with feedback from cooperating teachers. -All proof will be kept in Teacher Candidate portfolio -Class assignments and Tests
Principal 5	1e 2a-2e 3c											
Principal 6	2a 3a-c											
Principal 7	1a -1e 3c 3e											
Principal 10	1d 4c 4d 4f											

Rigor	Principal 1 Principal 2 Principal 4 Principal 5 Principal 6 Principal 7 Principal 8	Principal 1	1a 1e 3c	EDUC 200 - Obj. 1,2,3 EDUC 302 - Obj. 1,2 4-7 EDUC 305- Obj. 1-9 EDUC 315 - Obj. 1-8,10,11 EDUC 340 - Obj. A-E,G,I-K EDUC 343-Obj. A-E,G,I-K EDUC 353- Obj. 1-9 EDUC 356 - 1-8 EDUC 366 - Obj. 1-3 Teaching Practicum Directed Teaching	-Class assignments and Tests
		Principal 2	1b 1c 1f 3b 3c		
		Principal 4	1d 1e 3b-3e		
		Principal 5	1e 2a-2e 3c		
		Principal 6	2a 3a-c		
		Principal 7	1a-1e 3c 3e		
		Principal 8	1b 1f 3d 3e 4a-4c		

Service	Principal 9 Principal 10	Principal 9	4a 4d 4e	<p>EDUC 200 – Obj. 5 EDUC 302 – Obj. 3,4 EDUC 305 – Obj. 7,9 EDUC 315 – Obj. 7,9 EDUC 340 – Obj. F,H EDUC 343 – Obj. F,H EDUC 353 – Obj. 2,3,9 EDUC 356 – Obj. 4 EDUC 366 – Obj. 3 Teaching Practicum Directed Teaching</p>	<p>In addition to the service that is inherent in leadership component, the student will also complete a project connected to a school but not including hours they would be required to complete for practicum courses and directed teaching. These projects may involve:</p> <ul style="list-style-type: none"> - Students - Parents - School community <p>The project should further the mission of the school and be a minimum of 10 hours.</p> <p>Evidence of this experience will be placed in the student portfolio. -Class assignments and Tests</p>
		Principal 10	1d 4c 4d 4f		

Diversity	Principal 3 Principal 7 Principal 8 Principal 10	Principal 3	1b 1e 2a 2b 3b-3e	EDUC 200 – Obj. 1,5 EDUC 302 – Obj. 1-7 EDUC 305 – Obj. 5,7,9 EDUC 315 – Obj. 2,6-8,11 EDUC 340-Obj. C,F,H EDUC 343 – Obj. C,F,H EDUC 353 – Obj. 1-4,6,9 EDUC 356-Obj. 1-3, 5-8 EDUC 366 – Obj. 2-3 Teaching Practicum Directed Teaching	-Classroom assignments -Reflective papers on field work -Completion of a variety of field work experiences (3) -Class assignments and Tests
		Principal 7	1a -1e 3c 3e		
		Principal 8	1b 1f 3d 3e 4a-4c		
		Principal 10	1d 4c 4d 4f		

APPENDIX B

Schedule for On-Site Review with Interview List

Washington and Lee University and Virginia Military Institute
 Schedule for On-Site Review with Interview List

Day 1 – Sunday, November 29, 2009

Time	Activity	Place/Facilitator	Interviewees/Attendees
1:00 - 2:00	Check-in and lunch at Sheridan Livery Inn	Sheridan Livery Inn 35 North Main Street Lexington, VA 24450 540-464-1887 Fax 540-464-1817	Chad Joyce – Director, VMI Teacher Education Lenna Ojure – Director, W&L Teacher Education Haley Sigler -- Asst. Dir., W&L Teacher Education Sharon Kirk – W&L Administrative Assistant
2:00 - 2:30	Review Team Meeting	Room 1, Sheridan Livery	
2:35 - 3:20	Tour of W&L	W&L Faculty will pick up the Team at the Inn at 2:35 and transport to W&L for a brief walking tour that will end at the evidence room.	
3:30 - 5:30	Orientation and introduction to education faculty; Review of evidence	Mason Taylor New Room Payne Hall	Kim Kearney – Adjunct Faculty, Elementary Education, W&L. Chad Joyce – Director, VMI Teacher Education Lenna Ojure – Director, W&L Teacher Education Haley Sigler -- Asst. Dir., W&L Teacher Education
5:30 - 6:00	Break to prepare for dinner	Sheridan Livery Inn	
6:00 - 7:00	Working dinner with Review Team and W&L and VMI Teacher Education Faculty	Southern Inn Restaurant 35 North Main St Lexington	Kimberly Jew – Theatre, W&L Kim Kearney – Adjunct Faculty, Elementary Education Dick Kuettner – Director, Tucker Media Center Chad Joyce – Director, VMI Teacher Education Lenna Ojure – Director, W&L Teacher Education Haley Sigler – Asst. Dir., W&L

			Teacher Education Mary Ann Dellinger – Professor of Spanish, VMI Don Dailey – Adjunct Faculty, Teacher Education, W&L.
7:00 - 8:00	Review of evidence at W&L	Mason Taylor New Room Payne Hall	

Day 2 – Monday, November 30, 2009

Time	Activity	Place/Facilitator	
8:00 - 8:30	Bill Graves and JoAnne Carver meet with Lenna Ojure and Chad Joyce.	Room 7, Sheridan Livery Inn	
8:00 - 8:45	Continental Breakfast	Sheridan Livery Inn Restaurant	
8:45 - 9:00	Travel to W&L evidence room	Dr. Sigler	
	Meet with superintendents from Rockbridge County, Buena Vista City Schools and Lexington City Schools	Hill House 104 Dr. Sigler	Dan Lyons – Lexington City Schools Rebecca Gates -- Buena Vista City Schools John Reynolds – Rockbridge County Schools
9:15 - 9:45	Meet with W&L department heads	Leyburn Library, M47 Dr. Ojure	Owen Collins – Theatre Paul Bourdon – Math David Novack – Sociology Brian Richardson – Journalism George Bent – Art Simon Levy – Computer Science Matthew Bailey – Romance Languages Chris Conner – Geology Roger Crockett – German
10:10 - 10:40	Meet with current students	Hill House 104 Dr. Sigler	Kate Gibbs ‘12; Kelly Gotkin ‘10; Katie Tonneman ‘11; Jerzey Kessler ‘11; Jessica Makona

			'10; Kelly Cosey '12
10:05 - 10:50	Meet with foreign language faculty and tour the Tucker Media Center for foreign language study	Dick Kuettner, the director of the media center, will escort team members to Tucker Hall ,	Dick Kuettner -- Director , Tucker Media Center Miriam Carlisle -- Classics Monica Botta -- Spanish Florinda Ruiz -- Spanish Susan Dixon - French
11:15 – 11:45	Meet with liberal arts faculty	Leyburn Library, M47 Dr. Ojure	Janet Ikeda -- East Asian Languages Linda Hooks -- Economics Leslie Cintron -- Sociology Kary Smout -- English Pam Luecke -- Journalism Marc Conner -- English Pam Simpson -- Art History Harlan Beckley -- Religion Megan Fulcher -- Psychology Julie Woodzicka -- Psychology
11:30 – 12:00	Bill Graves and JoAnne Carver meet with President Kenneth Ruscio	President's office; Second Floor Washington Hall Dr. Ojure will escort.	
12:15 - 12:30	Travel to VMI Evidence and meeting rooms	Dr. Sigler will provide transportation. Dr. Ojure will escort those who wish to walk.	
12:30 - 1:15	Working lunch and Introduction to VMI	Marshall Hall Center for Leadership and Ethics	
1:30 - 2:00	Meet with VMI Dean of Faculty, Brigadier General Wane Schneider	First Floor, Smith Hall	Brigadier General Wayne Schneider – Dean of the Faculty VMI
	Meet with VMI department heads	Marshall Hall Center for Leadership and Ethics	Kathleen Bulger-Barnett -- Modern Languages and Cultures; Rose Mary Sheldon -- History Emily Miller – English
2:05 - 2:40	Meet with VMI liberal arts faculty	Marshall Hall Center for Leadership and Ethics	Alexis Hart -- English Mark Wilkinson -- History Mary Ann Dellinger -- Spanish

2:10 – 2:35	Visit Waddell Elementary	Dr. Sigler will provide transportation	Lisa Clark, Principal
2:10- 2:45	Bill Graves and JoAnne Carver meet with W&L Dean of the College, Hank Dobin	Second Floor of W&L’s Washington Hall, Dr. Ojure	
3:20 – 3:50	Meet with Cooperating Teachers	W&L Hill House 104 Dr. Sigler	Jeremy Cosgriff – Central Elementary, Rockbridge County Kim Hickman — Waddell Elementary. Rockbridge County Deborah Mohr – Waddell Elementary, Lexington City Trina Leonard – Effinger Elementary, Rockbridge County Leigh Mayo – Lylburn Downing Middle School, Lexington City
	Phone interviews with former students who are now teaching	W&L Hill House 201 and 202 Dr. Ojure	Logan Whalen, ‘09, 540.310.0029 Sarah Foster-Reeves, ‘09, 434.953-6288
4:00	Tour of VMI	Dr. Sigler will pick up team members and drive to starting point for tour. Meet behind Hill House.	
4:45- 5:15	Team Meeting	Room 1 Sheridan Livery Inn	
5:15 – 6:15	Meeting with the Review Team and Chad Joyce, Lenna Ojure and Haley Sigler	Mason Taylor New Room	
6:15	Drive or Walk to Reeves Center	W&L personnel will pick up those who wish to drive at 6:15. Those who wish to walk will be escorted by Dr. Ojure.	
6:30 – 8:00	Dinner with W&L and VMI Administrators and Teacher Education faculty	The Reeves Center W&L	Kimberly Jew – Theatre Ken Ruscio – President , W&L Hank Dobin – Dean of the College, W&L Lenna Ojure – Director, Teacher Education, W&L Haley Sigler – Asst. Dir.

			Teacher Education, W&L Dick Kuettner – Director, Tucker Media Center, W&L Larry Peppers – Dean of the Williams School, W&L Bob Strong – Assoc. Provost, W&L Chad Joyce – Director, Teacher Education, VMI Mary Ann Dellinger – Spanish, VMI Rob McDonald – Assoc. Dean of Faculty, VMI
8:00 onward	Work in hotel	Sheridan Livery Inn	

Day 3 – Tuesday, December 1, 2009

Time	Activity	Place	
8:00 - 8:30	Bill Graves and JoAnne Carver meet with Lenna Ojure and Chad Joyce.	Room 7, Sheridan Livery Inn	
8:00 - 8:45	Continental Breakfast	Sheridan Livery Inn Restaurant	
8:45- 9:00	Travel to W&L evidence room	Chad Joyce will provide transportation.	
9:15 – 9:45	Meet with music, art, and theater faculty and tour the Lenfest Center for Performing Arts/ Wilson Hall.	Barry Kolman, Professor of Music, will escort team members to Lenfest/Wilson.	Barry Kolman -- Music Gordon Spice – Music Department Head Kimberly Jew -- Theater
10:10 to 10:40	Meet with principals	Hill House 104 Dr. Ojure	Phillip Thompson – Maury River Middle School, Rockbridge County Ryan Barber – Central Elementary, Rockbridge County Lori Teague-- Mountain View Elementary, Rockbridge County Rich Dowd – Lylburn Downing Middle School, Lexington City Lisa Clark – Waddell Elementary, Lexington City Jennifer Weaver, Principal, Rockbridge County High School
11:15 – 11:55	Visit Parry McCluer High School in Buena Vista Review Team, cancelled visit	Dr. Ojure will provide transportation.	

12:20-1:50	Optional Course Observation – EDUC 200, Foundations of Education (Sigler)		
12:30 - 1:00	Pick up box lunches at VMI evidence room		
1:15 to 2:00	Visit Rockbridge County High School Review Team cancelled visit	Chad. Joyce will provide transportation	Jennifer Weaver, Principal, Rockbridge County High School
	Visit Lylburn Downing Middle School Review Team cancelled visit	Dr. Ojure will provide transportation	Rich Dowd, Principal, Lylburn Downing Middle School, Lexington City
2:30 to 4:05	Optional course Observation- EDUC 302 The Exceptional Learner (Ojure)		
2:00 to 6:00	Work on reports	W&L Evidence Room VMI Evidence Room Sheridan Livery Inn	
6:30 – 7:30	Dinner	Sheridan Livery Inn Restaurant	
7:30 onward	Work on reports	Sheridan Livery Inn	

Day 4 – Wednesday, December 2, 2009

Time	Activity	Place	
8:00 - 8:30	Bill Graves and JoAnne Carver meet with Lenna Ojure and Chad Joyce. Meeting cancelled	Room 7, Sheridan Livery Inn	
8:00 - 8:45	Continental Breakfast	Sheridan Livery Inn Restaurant	
9:00 - 10:00	Team Meeting	Room 7, Sheridan Livery Inn	
10:00 – 11:00	Meet with President Ruscio, Rob McDonald, Associate Dean of VMI, Dean Dobin, W&L Dean of the College Lenna Ojure, Director, Teacher Education, W&L Chad Joyce, Teacher Education, VMI JoAnne Carver, VDOE William H. Graves, VDOE Team Chair	W&L, Mason Taylor Room	



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

January 26, 2010

Dr. Kenneth P. Ruscio, President
Office of the President
204 West Washington Street
Washington and Lee University
Lexington, Virginia 24450

Dear Dr. Ruscio:

As prescribed in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et. seq.), professional education programs in Virginia shall obtain 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. Washington and Lee University has requested to obtain accreditation of its proposed professional education program through review by the Board of Education process.

Enclosed is the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Washington and Lee University that was conducted on November 29 through December 2, 2009. This document was reviewed by Dr. Howard Dobin, dean of the college, and Dr. Lenna Ojure, director of teacher education, for factual accuracy.

The recommendation of the review team is that the professional education program at Washington and Lee University be "accredited with stipulations," indicating that the program has met the standards minimally, but significant weaknesses have been identified. The final approval of the accreditation status rests with the Virginia Board of Education. A professional education program that receives "accredited with stipulations" by the Board of Education must fully meet standards within a two-year period as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Copies of the *Professional Education Program Review Team Report of Findings* also are being mailed to Dr. Dobin and Dr. Ojure. A response to the report must be sent to Dr. JoAnne Y. Carver, director of teacher education, Virginia Department of Education,

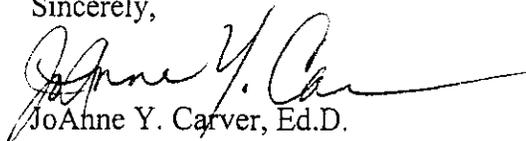
Dr. Kenneth P. Ruscio
January 26, 2010
Page 2

P. O. Box 2120, Richmond, Virginia 23218-2120 within 30 days' receipt of the report. The response should be based on evidence reviewed and decisions made during the on-site review.

The report of findings and institutional response, if applicable, is reviewed by the Department of Education. The report of findings is submitted to the Advisory Board on Teacher Education and Licensure (ABTEL) for review and recommendations to the Board of Education. ABTEL develops recommendations regarding program accreditation approval for the Board of Education. The Board of Education receives ABTEL recommendations for review and action. The final decision rests with the Virginia Board of Education.

On behalf of the Virginia Department of Education, I would like to take this opportunity to acknowledge the faculty, staff, and students of Washington and Lee University for the considerable time and effort required to prepare for this review. If you have questions about the report or the accreditation review process, please do not hesitate to contact me at (804) 371-2475, or by e-mail: JoAnne.Carver@doe.virginia.gov.

Sincerely,



JoAnne Y. Carver, Ed.D.
Director of Teacher Education
Division of Teacher Education and Licensure

JYC/jyc
Enclosure

c: Dr. Howard Dobin
Dr. Lenna Ojure
Patty S. Pitts

WASHINGTON AND LEE
UNIVERSITY

Lexington, Virginia 24450-2116

Office of the President
(540) 458-8700

February 8, 2010

FEB 16 2010

Dr. Joanne Y. Carver
Director of Teacher Education
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Carver:

Thank you for the formal version of the *Professional Education Program Review Team Report of Findings*. Professor Ojure, Dean Dobin, and I have read it carefully and are grateful for the recommendation of "accredited with stipulations." We also fully understand the work we have to accomplish to satisfy those stipulations over the next two years.

As president of Washington and Lee University, I appreciate the time and attention that went into our on-site review. Our program review provided an excellent opportunity for our teacher education faculty to learn from the experience of faculty from longstanding teacher education programs. The suggestions that the team offered us were extremely helpful and will allow us to improve the design of our program.

Washington and Lee University, along with the Virginia Military Institute, remains committed to establishing an excellent teacher education program. To this end, we have begun to address the weaknesses identified in Standards 1 and 2, using the suggestions provided by the review team. For example, we have already revised and expanded our student teaching and practicum handbooks so that they more accurately reflect our program framework and mission. We are prepared to meet the deadlines that the Virginia Department of Education will set for revisions and additions to our program, and we are fully confident that we will be ready to launch our program in the fall of 2010.

Once again, thank you for the time and effort that have gone into this review. The prospect of an accredited teacher education program at Washington and Lee has already resulted in a growing interest in teaching careers among our students. We are eager to pursue the accreditation process so that we may open our doors officially this fall. We look forward to partnering with the Rockbridge area schools and graduating more qualified teachers who will serve Virginia and the nation.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Ruscio", with a large, stylized flourish at the beginning.

Kenneth P. Ruscio

*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.a)*

Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Washington and Lee University Submitted by: Lenna Ojure

Telephone Number: 540-458-8249 Email: ojurel@wlu.edu Reporting Date: February 19, 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 PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 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.	Clinical Experiences Program	Schools provide cooperating teachers for Washington and Lee (W&L) University and Virginia Military Institute (VMI) students who are seeking licensure and need fieldwork experience and student teaching placements.	Extra assistance in the classroom and opportunity for professional growth for cooperating teachers are provided.	Rockbridge County Schools Superintendent’s office; Lexington City Schools Superintendent’s Office; Buena Vista City Schools Superintendent’s Office; W&L and VMI Montessori Head Start Pre-Schools at Rockbridge County, Buena Vista City, and Lexington City Elementary schools	Yes
3.	21st Century Grant: Fairfield Elementary School	W&L and VMI provide after school tutors and in-school volunteer assistance.	Assistance administering a grant to provide enrichment and remediation for elementary students is provided.	Principal Fairfield Elementary School, Rockbridge County; W&L	Yes
4.	21st Century Grant: Mountain View Elementary School	W&L and VMI provide after school tutors and in-school volunteer assistance.	Assistance administering a grant to provide enrichment and remediation for elementary students is provided.	Principal Mountain View Elementary School, Rockbridge County; W&L	Yes

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5.	21st Century Grant: Natural Bridge Elementary School	W&L and VMI provide after school tutors and in-school volunteer assistance.	Assistance administering a grant to provide enrichment and remediation for elementary students is provided.	Principal Natural Bridge Elementary School, Rockbridge County; W&L	Yes
6.	Howard Hughes Medical Institute (HHMI) Grant Summer Science Institute	Through a grant that W&L received, teachers are provided the opportunity to participate in a three-day, paid professional development workshop in science education.	This grant addresses the need to improve science instruction and provide local professional development for teachers.	Rockbridge County Schools Superintendent’s office; Lexington City Superintendent’s Office; Buena Vista City Schools Superintendent’s Office; W&L	Yes
7.	Howard Hughes Medical Institute Grant Spring into Science	Through the HHMI grant, W&L students present lessons in science to elementary students at the local elementary schools; the lessons met Virginia Standards of Learning (SOL) requirements; lesson materials were provided for through grant.	This grant addresses the need to increase science instruction in schools and to expose college students who are science majors to this information.	Rockbridge County Schools Superintendent’s office; Lexington City Superintendent’s Office; Buena Vista City Schools Superintendent’s Office; W&L	Yes
8.	Professional Development with Boxerwood Educational Association	In collaboration with Boxerwood, a local nature park, W&L Teacher Education faculty provided professional development institutes in science inquiry on the middle and elementary school levels.	This grant addresses the need to improve science instruction and provide local professional development for teachers.	Rockbridge County Schools Superintendent’s office; Lexington City Superintendent’s Office; Buena Vista City Schools Superintendent’s Office; W&L	Yes
9.	Math at Maury River	W&L Teacher Education faculty organized and trained students to work as mathematics tutors in Rockbridge County Middle	This effort addressed the need to assist sixth grade students in passing SOL mathematics assessments.	Rockbridge County Schools Superintendent’s office; W&L	Yes

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		School.			
10.	VMI Big Brother/Big Sister School Outreach Club and Teacher Education Program	The Club organized to recruit and train VMI cadets as volunteers for local schools. Cadets mentor students in high school, middle school, and elementary school, providing in and after school tutoring and homework assistance.	This project addressed the need to assist students who are achieving below grade level or who have special emotional or learning needs.	Rockbridge County Schools Superintendent’s office; Lexington City Superintendent’s Office; VMI	Yes
11.	Burish Service Leadership Internship	The W&L Teacher Education Program and Burish Service Leaders work as volunteer coordinators and tutors in each Rockbridge County school to recruit and train W&L student volunteers.	There is a need for reading and mathematics tutors during and after school.	Rockbridge County; W&L	Yes
12.	Character Counts	This is a curriculum on ethics and leadership taught at the middle school level by VMI cadets.	There is a need to expand the concept character in a meaningful way.	Lexington City Middle School principals; W&L	Yes