

Board of Education Agenda Item

Item: D.

Date: June 24, 2010

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

Presenters: Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure
Dr. Timothy G. O'Rourke, Vice President for Academic Affairs and Kenneth R. Perry Dean
of the College, Virginia Wesleyan College

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Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action

date February 25, 2010

action The Board of Education received for first review the Advisory Board on Teacher Education and Licensure's recommendation to grant the professional education program at Virginia Wesleyan College accreditation through the Board of Education approved process.

Date March 18, 2010

action The Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be "accredited with stipulations."

date May 27, 2010

action The Board of Education received for first review a recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to accredit the professional education program at Virginia Wesleyan College through the Board of Education approved process.

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia

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

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

- A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
- B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
 - 1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.
 - 2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
 - 3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.
- C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
- D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
 - 1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and

2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.
- E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education....

Section 20-542-60 of the *Regulations Governing the 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: *Accreditation After First Visit: Provisional Accreditation*
Continuing Accreditation: Accreditation with Probation
 TEAC: Provisional Accreditation
 BOE: Accredited with Stipulations

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

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

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

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

Summary of Major Elements:

Virginia Wesleyan College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 26-29, 2009. The overall recommendation of the on-site review team was that the professional education program be “accredited with stipulations.” Below are the recommendations for each of the four standards:

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

The *Professional Education Program Review Team Report of Findings*, dated April 26-29, 2009, Virginia Wesleyan College’s *Institutional Response to the Professional Education Program Review Team Report of Findings*, and a letter from Dr. Timothy G. O’Rourke, vice president for academic affairs and Kenneth R. Perry dean of the college, Virginia Wesleyan College, expressing the institution’s commitment to meeting the standards were presented to Board of Education members at the March 18, 2010, meeting.

On March 18, 2010, the Board of Education approved the Advisory Board on Teacher Education and Licensure’s recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be “accredited with stipulations.”

Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

On April 2, 2010, Dr. Malcolm Lively, director of teacher education, submitted to the Department of Education the attached *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings*, dated April 1, 2010, in which Virginia Wesleyan College requested that the Board of Education remove the “stipulations” and grant full accreditation.

The report was forwarded to the on-site accreditation team for review and formulation of recommendations. The review team met via a conference call on Thursday, April 15, 2010, to discuss the request from Virginia Wesleyan College. During the conference call discussion, the team requested additional documentation from Virginia Wesleyan College. The attached memorandum dated April 16, 2010, from Dr. Timothy G. O’Rourke addressed the additional inquiries. Based on information received, the team unanimously agreed that the weaknesses identified during the April 26-29, 2009, on-site review had been addressed and corrected. The team recommended that the professional education program at Virginia Wesleyan College be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

The attached *Professional Education Program Review Team Report of Findings*, dated April 17, 2010, reflecting the team’s recommendations was presented to ABTEL at the April 19, 2010, meeting. The Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education accept the on-site accreditation review team’s recommendation that the professional education program at Virginia Wesleyan College be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Attached is a letter from Dr. Timothy G. O’Rourke dated June 9, 2010, addressing the requirements of Standard 2 (Candidate Performance on Competencies for Endorsement Areas) of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure’s recommendation to accept the review team’s recommendation that the professional education program at Virginia Wesleyan College be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*. In addition, the Superintendent of Public Instruction recommends that the following weakness be cited under Standard 2: The professional education program must fully implement its plan for systematically collecting, analyzing, and reporting longitudinal data on candidate performance.

Impact on Resources:

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

Timetable for Further Review/Action:

An on-site review of the professional education program will be conducted on a seven-year cycle.

Appendices

- Letter from Dr. Timothy G. O'Rourke, vice president for academic affairs and Kenneth R. Perry dean of the college, Virginia Wesleyan College, dated June 9, 2010
- *Professional Education Program Review Team Report of Findings for Virginia Wesleyan College*, dated April 17, 2010

Attachments to the *Report of Findings*:

Attachment 1

Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings, dated April 1, 2010

Attachment 2

Memorandum from Dr. Timothy G. O'Rourke, Virginia Wesleyan College, dated April 16, 2010



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

June 9, 2010

Mrs. Eleanor B. Saslaw, President
Virginia Board of Education
c/o Mrs. Patty S. Pitts, Assistant Superintendent
Division of Teacher Education and Licensure
Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

Dear President Saslaw:

At the May 27th meeting, the Virginia Board of Education discussed the “First Review of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Professional Education Program at Virginia Wesleyan College through the Board of Education Approved Process.” At that time, Mr. Foster asked whether Virginia Wesleyan College (VWC) could be judged in full compliance with the standards for accreditation when the College had only recently addressed the Review Team’s recommendation on “the lack of longitudinal data” under Standard 2 (“Candidate Performance on Competencies for Endorsement Areas”). As I explain below, the VWC Education Program has been collecting, analyzing, and reporting a significant array of unit and program-level data for many years; the Program has enhanced its ability to compile and analyze data in response to the Review Team’s recommendations. Thus, the Review Team concluded, and ABTEL agreed, that VWC’s Education Program fully satisfies Standard 2.

In its April 26-29, 2009, visit to VWC, the Review Team identified “three weaknesses” under Standard 2: a “lack of an overall unit assessment approach or plan, the lack of longitudinal data, and the fact that candidates proceed far into the program before formal admittance.” In its April 17, 2010, Report, the Review Team concluded that additional materials submitted by VWC “clearly addressed” all three deficiencies and that VWC met (without stipulations) Standard 2, as well as Standards 1, 3, and 4. The April 17th Report is reprinted in its entirety in the Appendix to Board of Education Agenda Item F (May 27, 2010), beginning at p. 1. The cited passages appear on pp. 2 and 10. With respect to “admittance,” the VWC Program adopted a new Admission Plan in September 2009 and has operated under that plan for the entire 2009-10 academic year (see Appendix to Agenda Item F, pp. 10, 22).

Regarding the “unit assessment plan,” the Program submitted to the Review Team a plan under which VWC has been collecting data for which records go back at least to the 2002-03 academic year. A brief description of the plan appears on pp. 43-44 of the Appendix to Agenda Item F and is followed by a 15-page chart (pp. 45-59) setting out the Program’s objectives, standards (according to the Interstate New Teacher Assessment State Consortium), means of assessment, summary of data collected, and use of results. Under “Means of Assessment” (column 3), the chart details many, but not all, of the kinds of data that the Program collects. These include (with the frequency of collection) the following:

- Exit Survey, completed by graduating students (every semester)
- Employer Satisfaction Survey of Hiring Schools (every two years)
- Education Practicum Evaluation Form, completed by cooperating teachers (every semester)
- Formative Evaluation of Pre-Service Teacher, completed by cooperating teacher (every semester)
- Summative Evaluation of Pre-Service Teacher, completed by cooperating teacher and college supervisor (every semester)
- Instructional Technology Competency Rubric, completed by each student in INST 303 (every semester)
- Pre-Assessment Survey of Skills, completed by selected students every semester
- Graduate Follow-Up Survey, completed by former students (at 1, 3, and 5 year intervals after graduation)

With respect to “longitudinal data,” the Review Team’s April 17th Report comments (at p. 10 of the Appendix to Agenda Item F):

The lack of longitudinal data has been remedied through the planned implementation of *LiveText*, a software package that provides an electronic template and storage tool for evidence of students’ work throughout their education program. Data from the electronic portfolios that are built by each student can be aggregated across a single or multiple years and provide a sound data base from which to make informed decisions about program improvement.

In other words, *LiveText* will permit the VWC Program to collect a wider array of data and to analyze it more systematically (and easily) than was possible previously.¹

At the time of the Review Team’s April 2009 visit, VWC’s method of collecting and presenting data was primarily paper-based, with course materials and student work brought together in a series of large notebooks and various analytical tables. On the basis of data contained in these notebooks and tables, the Review Team’s original Report presented, with respect to Standard 2, a number of positive findings on the VWC Education Program. Thus, the original Report concluded that:

- “[d]egree audits conducted by faculty advisors verify that all requirements are met prior to graduation and program completion”;
- “candidates have been rated highly by field supervisors and cooperating teachers”;
- “candidates have command of their content knowledge”;
- candidates demonstrate the appropriate levels of knowledge in technology and science, social sciences, and the liberal arts generally;
- candidates “take and pass” the appropriate entry-level and professional content assessment tests;

¹ Although the analogy is, at best, approximate, *LiveText* will do for data collection and management in VWC’s Education Program what a software package such as Quicken Books does for bookkeeping—allow a more robust analysis and presentation of data and trends across time and categories.

Mrs. Eleanor B. Saslaw, President
June 9, 2010
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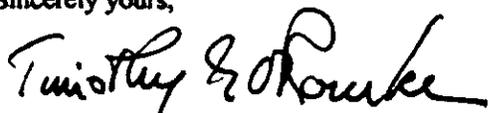
- “[r]esults . . . from their Summative Evaluation of Pre-Service Teaching form validate candidates’ ability to have a positive impact on the classroom”;
- “[s]tudent teachers also were rated highly on their ability to manage the classroom environment”;
- “[a]ll candidates must demonstrate that they have a positive impact on student learning”;
- “[f]eedback from the Employer Satisfaction Survey (ESS) and the Summative Evaluation . . . confirms candidates’ ability to use technology”; and
- “94.7 percent of candidates demonstrate[d] the ability to use data to inform their instruction.”²

Beyond the data presented to the Review Team and referenced in the Team’s original Report, the VWC Education Program regularly compiles and reports to federal and state education agencies various statistical information, which includes the following:

- Title II Institute of Higher Education Report Card (every year)
- Virginia Annual Institutional Report for Virginia Communication and Literacy Assessment and Virginia Reading Assessment
- Biennial Report Addressing Standards for Biennial Approval of Education Programs
- Biennial Report on Partnerships and Collaborations

In sum, the VWC Education Program already compiles a substantial body of data, for which the introduction of *LiveText* offers a means to collect additional data and to make better use of such data for purposes of program assessment and improvement. Virginia Wesleyan College has constructively and fully addressed the Review Team’s recommendation with respect to longitudinal data.

Sincerely yours,



Timothy G. O'Rourke, Ph.D.
Vice President for Academic Affairs
& Kenneth R. Perry Dean of the College
Virginia Wesleyan College

² Professional Education Program Review Team Report of Findings (Visit to Virginia Wesleyan College, April 26-29), pp. 15-19. The Review Team’s original Report appears as an appendix under Agenda Item B of the Board of Education’s March 18, 2010, Meeting (Agenda Item B, Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Virginia Wesleyan College Accreditation through the Board of Education Approved Process, Appendices.) See also p. 2 of Virginia Wesleyan College’s Institutional Response to the Professional Education Program Review Team Report of Findings, which also appears as an appendix to Agenda Item B.

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

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

FOR:

Virginia Wesleyan College
Norfolk, Virginia
April 17, 2010

Members of the Review Team:

Dr. Susan G. Magliaro, Chair
Mr. John Blackwell
Dr. David E. Coffman
Dr. Jacqueline S. Moore
Dr. Lynn H. Wolf

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Virginia Wesleyan College

April 17, 2010

Standards		Team Findings:
Overall Recommendation: Accredited		
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 checked="" type="checkbox"/> Met <input 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 checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input 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

I. Introduction:

Overview of the College

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

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

Located in one of the fastest growing areas on the Atlantic coast, VWC faculty and students collaborate primarily with Chesapeake Public Schools, Norfolk Public Schools, and Virginia Beach City Public Schools which serve almost 150,000 students. The diversity within and across these school divisions provides candidates with the opportunity to experience a range of practicum experiences with students of all races and ethnicities, and across the full strata of socio-economic status. According to the 2000 census, specific demographics of the students enrolled in the service area in percentages¹ are:

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

Professional Education Program at VWC

The professional education program is housed within the Education Department in the Division of Social Sciences. The Education Department’s mission aligns with the College’s commitment to a liberal arts education. Specifically, the professional education program “is committed to providing prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality of disciplinary preparation in the content area fields and teaching methodology.” The program prides itself on including early supervised field experiences usually

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

beginning in the sophomore year, strong mentoring efforts by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts. The program’s motto is “Preparing Teachers One by One.”

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

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

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

Program Endorsement Area Reviews

Program endorsement area matrices were granted “approved” status by the Virginia Board of Education on January 14, 2010.

Background Information

Virginia Wesleyan College (VWC) requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 26-29, 2009. The overall recommendation of the on-site review team was that the VWC professional education program be “accredited with stipulations.” Below are the recommendations for each of the four standards:

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

On March 18, 2010, the Board of Education approved the Advisory Board on Teacher Education and Licensure’s recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College

be “accredited with stipulations.” Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing Review and Approval of Education Programs in Virginia*.

On April 2, 2010, Dr. Malcolm Lively, director of teacher education, submitted to the Virginia Department of Education (VDOE) for consideration a *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings*, dated April 1, 2010, in which Virginia Wesleyan College “...requests the Board of Education remove ‘the stipulations’ from its grant of accreditation.” The report is included in Attachment 1.

VDOE personnel determined the documentation contained in the VWC report to be sufficient to warrant further consideration and that an on-site visit would not be necessary. The report was forwarded to members of the April 26-29, 2009, on-site accreditation team for review and formulation of recommendations. The team was selected to conduct the review due to their familiarity with the previous report of findings. The review team convened via telephone conference call on April 15, 2010, to discuss the April 1, 2010, VWC request and available evidence.

Supporting Information

The majority of the information examined by the April 2010 accreditation review team was found in the *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings*, dated April 1, 2010. The team determined that overall, the report addressed the major concerns cited in the April 2009 *Professional Education Program Review Team Report of Findings*. The team requested VWC to provide five additional artifacts to facilitate their decision-making in response to the report. The requested information, included in Attachment 2, was submitted to the state team representative by Dean Timothy O’Rourke and forwarded to team members via e-mail on April 16.

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

- 3. The program design includes a knowledge base that reflects current research, best educational practice and the Virginia Standards of Learning.**
- 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.**
- 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.**
 - b. The professional education program assesses candidates' attainment of the knowledge, skills, and dispositions identified in the program design framework.**
 - c. The professional education program provides evidence that candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.**
- 6. The professional education program shall have multiple well-planned, sequenced, and integrated field experiences that include observations, practica, student teaching, internships, and other opportunities to interact with students and the school environment. Indicators of the achievement of this standard shall include the following:**
 - a. Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.**
 - 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.**
 - 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.

- 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.**
 - 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.**
- 7. Professional education faculty collaborate with arts and sciences faculty, school personnel, and other members of the professional community to design, deliver, assess, and renew programs for the preparation and continuing development of school personnel and to improve the quality of education in preK-12 schools. Indicators of the achievement of this standard shall include the following:**
- a. Professional education faculty collaborates with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the Standards of Learning.**
 - b. Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.**
 - c. Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools to assess candidates during observations, practica, student teaching, internships, and other field experiences.**
 - 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.**

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: Met

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met." No weaknesses were cited. The following comments and recommendations remain as part of the report. Of particular note would be the recommendation to develop memoranda of understanding with partner schools.

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

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

- 1. Candidates in education programs have completed general education courses and experiences in the liberal arts and sciences and demonstrate the broad theoretical and practical knowledge necessary for teaching and preK-12 student achievement.**
 - 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.**
 - b. Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.**
 - 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.**

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

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

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: Met

Weaknesses: N/A

Comments and Recommendations:

The team’s original assessment of this standard was “Met Minimally with Significant Weaknesses.” The cited weaknesses were as follows:

- Lack of an overall unit assessment approach or plan;
- Lack of longitudinal data; and
- The fact that candidates proceed far into the program before formal admission.

Since the April 2009 visit, VWC has clearly addressed each of these weaknesses. An assessment plan was developed by the Working Assessment Group that outlines a “Framework for Professional Study.” The framework includes the program objectives, alignment with Interstate New Teacher Assessment State Consortium standards, means of assessment, summary of data that are collected, and description of how the results are used for continuous improvement.

The lack of longitudinal data has been remedied through the planned implementation of *LiveText*, a software package that provides an electronic template and storage tool for evidence of students’ work throughout their education program. Data from the electronic portfolios that are built by each student can be aggregated across a single or multiple years and provide a sound data base from which to make informed decisions about program improvement. And, finally, the admission issue has been addressed through the development of a clear admissions policy, enacted in September 2009, which outlines criteria for admission and continuation in the program, application requirements, and a timeline.

Based on the actions taken by VWC since April 2009, the team has revised its recommendation to “Met.” The team does recommend that the Working Assessment Group keep minutes of their meetings in order to have a record that can be shared within programs and with relevant constituencies. Minutes also provide the institutional knowledge that is appreciated as faculty move either into different roles or to other institutions.

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

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

- a. Professional education faculty have completed formal advanced study; have earned doctorates or the equivalent, or exceptional expertise in their field.**
- b. Professional education faculty have demonstrated competence in each field of endorsement area specialization.**
- 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.**
- d. Professional education faculty demonstrate understanding of Virginia's Standards of Learning.**
- e. Professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional implications.**
- f. Professional education faculty who supervise field experiences have had professional teaching experiences in preK-12 school settings.**
- 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.**
- 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.**

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.**

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

Recommendation for Standard 3: Met

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met Minimally with Significant Weaknesses." The cited weaknesses, all of which were cited in the 2004 accreditation report, were as follows:

- Lack of faculty diversity;
- The program coordinator/director's heavy teaching load; and
- The program coordinator/director's involvement with or knowledge of education faculty evaluations.

Since the April 2009 visit, VWC has again clearly addressed each of these weaknesses. VWC has invested a great deal of effort into the recruitment of a new faculty member to increase diversity in the education program. Unfortunately, the search did not come to fruition with a full-time new hire. However, VWC has been successful in hiring two new highly qualified adjunct faculty who add a diverse faculty profile in the education department. Each of these faculty members are highly experienced and expert practitioners who will make excellent contributions to the students' educational experiences.

In terms of the education program director's teaching load, VWC has clarified that the director's load is 2/2 (two three-credit courses in fall and spring). This load will enable the director to devote the time and effort necessary to meet all of the expectations outlined in his/her job description. Finally, the VWC policy has been modified to include the education director in the education faculty members' evaluation processes. This will enable the director to be a full participant in the development of appropriate working conditions for faculty, especially support for their future professional development.

Based on the actions taken since April 2009, the team has revised its recommendation to "Met." The team recommends that VWC continue its quest for diverse faculty and explore the various programs that have been recommended, for example, by the Carnegie Institute on the Advancement of Teaching, the Council of Graduate Studies, the American Association of University Professors, and the American Council on Education.

One additional recommendation that was cited in the original team report was the need for faculty to record their advising commitment and have it recognized as part of the VWC annual faculty evaluation process. VWC also has addressed this recommendation with a revision to the faculty Professional Activities Form (PAF).

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.**
 - b. The program has a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education programs as well as the future capacity of its physical facilities.**
 - c. Candidates, school faculty in partnering school divisions, adjunct faculty, and other members of the professional community are actively involved in the policymaking and advisory bodies that organize and coordinate programs of the professional education program.**
 - d. Policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.**
- 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.**
 - b. Facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program, and**
 - c. Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes, and**
 - d. The institution provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to higher education faculty and candidates.**

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

Recommendation for Standard 4: Met

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met." However, two weaknesses were cited that also were identified in the 2004 accreditation report:

- A clarification of the education program director's roles and responsibilities, and
- The need for clerical support.

Since the April 2009 visit, VWC has addressed both of these weaknesses. A clear and comprehensive job description was developed and entitled, "Roles and Responsibilities of the Director of Teacher Education." This document enumerates the many and varied complex tasks required of directors of education programs. Also, a full-time administrative assistant has been hired and assigned to the Education Department. The individual hired is exceedingly qualified and has been provided with the resources needed to be effective and efficient. Finally, one recommendation made by the team in April 2009 was to relocate the current director with the rest of the education faculty and facilities in Pruden Hall. That recommendation also has been addressed and all personnel and resources directly related to education are now housed under the same roof.

Summary

The Professional Education Program Review Team recommends that the Virginia Board of Education remove the "stipulations" from its grant of accreditation. Based on the evidence that has been provided to the team that all weaknesses have been addressed, the team asserts that VWC now meets standards outlined in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*, and recommends that the professional education program should be deemed "accredited." The team does affirm its recommendations for continuous program improvement as cited above with each standard. The team congratulates VWC for its deliberate and expeditious work to address the weaknesses identified in the April 2009 *Professional Education Program Review Team Report of Findings*, and wishes the college and program the best as it continues the preparation of educational professionals.

ATTACHMENT 1

Report on Actions Taken

in Response to the

Professional Education Program Review Team Report of Findings

April 1, 2010



Report on Actions Taken

in Response to the

Professional Education Program Review Team Report of Findings

April 1, 2010

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

Malcolm Lively, Ph.D.
Director of Teacher Education
& Associate Professor of Education

Overview of Report

On April 26-29, 2009, the Professional Education Program at Virginia Wesleyan College (VWC) submitted to an on-campus review according to a process approved by the Board of Education. The Review Team issued its final report on November 6, 2009 (*The Professional Education Program Review Team Report of Findings*), finding with respect to the VWC program that Standards 1 and 4 are fully “Met.” Standards 2 and 3, according to the Review Team, were “Met Minimally with Significant Weaknesses” (*Report*, p. 2). On December 11, 2009, VWC filed an *Institutional Response* to the *Report*, noting in its cover letter that it had “already” made “significant, salutary changes in [its] Education Program” as a result of the Review Team’s constructive guidance. On January 25, 2010, the Advisory Board on Teacher Education and Licensure (ABTEL) endorsed the Review Team’s findings. On March 18, 2010, the Virginia Board of Education, following the ABTEL recommendation, voted to accredit VWC’s Education Program “with stipulations.”

This report shows that Virginia Wesleyan College has moved with urgency and singularity of purpose in order to eliminate the “weaknesses” identified by the Review Team. In new salary dollars alone, the College has set aside more than \$100,000 annually to fund additional staff and faculty positions. Since the Review Team’s visit, VWC has undertaken the following specific actions:

A. Assessment

1. Established a Working Group to develop an improved plan of program assessment and to acquire appropriate software in order to implement that plan (addressing a concern under Standard 2 that VWC lacks “an overall unit assessment approach,” *Report*, p. 19)
2. Purchased the *LiveText* Accreditation Management System and scheduled faculty training for August 19-20, 2010, responding to the Review Team’s recommendation that the Education Program collect more systematic “longitudinal data” (Standard 2, *Report*, p. 19)
3. Scheduled implementation of *LiveText* e-portfolio system in selected Education courses in Fall 2010 (answering the Review Team’s concern about the “limited number of student-produced projects and papers” under Standard 3, *Report*, p. 21)
4. Expanded the section on advising and mentoring in the faculty Professional Activities Form, or PAF (addressing a concern about the lack of “data indicating the performance [of faculty] in advising and mentoring” under Standard 3, *Report*, p. 27)

B. Education Personnel

1. Hired a full-time administrative assistant for the Education Department (addressing recommendations under Standards 3 and 4, *Report*, pp. 28, 33-34)
2. Employed two highly qualified adjunct faculty who add to faculty diversity (responding to a recommendation under Standard 3, *Report*, p. 27)
3. Hired a full-time, tenure-track faculty member for the Education Department (following recommendations under Standard 3, *Report*, pp. 25, 28-29)

C. Administration

1. Adopted and implemented a new admissions policy (responding to recommendations under Standards 2 and 4, *Report*, pp. 19, 34)
2. Modified the role of the Director of Teacher Education to include evaluation of Education faculty (implementing a recommendation under Standards 3 and 4, *Report*, pp. 27-29, 34)
3. Relocated the office of the Director of Teacher Education to the departmental suite (implementing a recommendation under Standards 3 and 4, *Report*, pp. 28, 34)
4. Funded participation of the Director of Teacher Education in the Council of Independent Colleges Leadership Conference in Pittsburgh in June 2009 (responding to a concern about training and mentoring of departmental administrators under Standard 3, *Report*, p. 28)

In light of these actions, described in greater detail below, Virginia Wesleyan College respectfully requests that the Board of Education remove “the stipulations” from its grant of accreditation.

A. Assessment

1. The College has expanded the section on advising and mentoring in the faculty Professional Activities Form, or PAF. This change addresses the Review Team’s concern about the lack of “data indicating the performance [of faculty] in advising and mentoring” (Standard 3, *Report*, p. 27).²

2. The College established a Working Group to develop an improved plan of program assessment and to acquire appropriate software in order to implement that plan. The Working Group—which responds to the Review Team’s concern that VWC lacks “an overall unit assessment approach” (Standard 2, *Report*, p. 19)—includes the Associate Vice President for Institutional Research and Effectiveness, the Coordinator of Institutional Technology, the Chief Technology Officer, the Vice President for Academic Affairs, the Director of Teacher Education, and Recreation and Leisure Studies Professor John Braley.³ The Working Group, which began meeting in Fall 2009, will continue to meet throughout 2010-11 in order to monitor implementation and to continue to flesh out both the e-portfolio and assessment capabilities of *LiveText*, discussed below.

3. After considerable study, the Working Group decided in March 2010 to purchase the *LiveText* system, to train Education and Recreation and Leisure Studies faculty and selected others on August 19-20, 2010, and to implement use of the software in selected Education and Recreation and Leisure Studies courses in Fall 2010. Documentation of the College’s *LiveText* purchase, an initial cost of \$12,370, appears in Appendix A. The *LiveText* software, discussed in detail at www.livetext.com/college/, enables a program to “collect, analyze, and report based on institutional outcomes” and to “manage all accreditation requirements through a single, comprehensive solution.” With the adoption of *LiveText*, the College has addressed the Review Team’s recommendation that the Education Program collect more systematic “longitudinal data” (Standard 2, *Report*, p. 19).

4. With *LiveText*, students acquire individual subscriptions (of five-year duration) that allow them to submit work electronically to faculty, who review the work according to prescribed rubrics and competencies (this is the programmatic assessment piece). Students can develop and add to their personal e-portfolios over time (both for presentation to their professors and to prospective employers), while faculty can collect artifacts of students’ projects in order to demonstrate compliance with various accreditation standards. Thus, purchase of the *LiveText* system, use of which starts in Fall 2010, responds to the Review Team’s concern about the “limited number of student-produced projects and papers” (Standard 3, *Report*, p. 21).⁴

² Relevant portions of the revised PAF can be found appended to the December 11, 2009, *Institutional Response*.

³ Professor Braley devoted his Fall 2008 sabbatical to an exploration of e-portfolio and assessment software; during the Spring Semester 2009, he led a series of discussions with faculty colleagues on the *LiveText* Accreditation Management System. Fred Scott, Solutions Consultant for *LiveText*, made a presentation to a small group of VWC faculty, who included Dr. O’Rourke, in April 2009; at that time, the Department of Recreation and Leisure Studies committed to the implementation of *LiveText* either in Fall 2009 or Fall 2010. Shortly after VWC received the draft report of the Review Team in June 2009, Vice President O’Rourke initiated conversations with Bryan Price (Associate Vice President for Institutional Research) and Dr. Lively (Director of Teacher Education) about the use of *LiveText* to improve assessment in Education. Out of these conversations came the working group, which held a series of meetings in November and December 2009, in order to write a grant to the Virginia Foundation for Independent Colleges (VFIC) to support *LiveText* implementation. Dr. O’Rourke met with Mr. Scott at the annual meeting of the Southern Association of Schools and Colleges in Atlanta in early December and the working group conducted a conference call with Mr. Scott on December 14th. When the VFIC turned down the grant request in mid-December, Dr. O’Rourke invited Mr. Scott to meet on-campus with the Working Group on February 14, 2010, to discuss implementation of *LiveText* with institutional funds only.

⁴ While recognizing the need to develop a more systematic, user-friendly electronic collection of student artifacts, we continue to believe that the Review Team overstated this concern. The VWC exhibit room contained 34 notebooks that included syllabi, course matrices, and specific examples of student work, all of which related to assignments addressing the Standards of Learning and required teacher competencies. Each notebook with

As the foregoing demonstrates, Virginia Wesleyan College has responded concretely and decisively in order to eradicate or substantially reduce the “significant weaknesses” identified by the Review Team.⁵

B. Education Personnel

1. Beginning in Fall 2009, the College employed two *new* highly qualified adjunct faculty who add to faculty diversity—responding to a recommendation under Standard 3, *Report*, p. 27, that the College “employ[] a diverse pool of faculty in part-time or adjunct” positions. The new adjuncts are Dr. Donna Elliott, Adjunct Professor in Education, EDUC 375 (Content Teaching Methods); and Ms. Jean M. Sykes, Supervisor for Special Education practica, SPED 377 (Assessment and Management of Instruction in Special Education Practicum) and SPED 385 (Curriculum & Instruction K-12 Practicum). Dr. Elliott (Ed.D., George Washington University), is Assistant Principal at Kempsville High School; Ms. Sykes (M.Ed., Norfolk State University) teaches special education at Greenbrier Middle School. A plan for increasing further the diversity of the education department appears in Appendix B.

2. On October 1, 2009, Karen Mercer began work as full-time administrative assistant to the Education Department. Emerging as the top choice for the post among 170 applicants, Ms. Mercer (B.S., Regent University, 2006) has substantial administrative and teaching experience.⁶ The employment of Ms. Mercer addresses the *Report’s* recommendations that the College employ full-time clerical assistance for the Department (Standard 4, *Report*, pp. 33-34) and that it reduce the workload of the Director of Teacher Education (Standard 3, *Report*, p. 28). The College purchased a new computer for Ms. Mercer in February 2010.

3. In fall 2009, Virginia Wesleyan established a new faculty line in the Education Department, answering the Review Team’s recommendation that the Education Department add another full-time faculty position (see Standard 3, *Report*, pp. 25, 28-29)—in order to yield a more manageable workload for departmental faculty, to enhance faculty diversity, and enhance the credentials of the faculty. Late in 2009, a racially and disciplinarily diverse faculty committee conducted a national search for this new tenure-track position in secondary education. Brochures and flyers describing the position and education programs at Virginia Wesleyan College were distributed to graduate program directors and participants at the Fall 2009 VACTE/ATE-VA Conference at Sweet Briar College on October 1 & 2, 2009. The position was advertised in *The Chronicle of Higher Education Online* in October and November of 2009 and on the Virginia Wesleyan College website from October 2009 through March 2010. The position was also advertised online in *Diversity: Issues in Higher Education* and in *Academic Careers Online* - a leader in diversity recruitment advertising - during the Online Diversity Job Fair honoring Black History Month. Both advertisements ran from February 10 to March 12, 2010.

accompanying student samples dealt with a specific professional education course or course within the Professional Interdivisional Major (PIDM).

⁵ This report has not attempted to revisit every problematic finding in the *Review Team Report*. We believe that VWC’s December 11, 2009, *Institutional Response* (pp. 5-6) conclusively addressed the Review Team’s concern about support for faculty development (Standard 3, *Report*, p. 26). Similarly, the *Response* (p. 5 and Appendix D) responded effectively to the contention that full-time faculty have only a limited involvement in field experiences (Standard 3, *Report*, p. 22). While the *Institutional Response* (p. 5) took issue with the Review Team’s concerns about faculty teaching and advising loads (Standard 3, *Report*, pp. 24-25), these concerns are rendered moot by the College’s commitment to have an additional full-time faculty member in place by Fall 2010.

⁶ The College interviewed six candidates, two of whom were minority.

The search attracted a pool of about 40 applicants, four of whom (two African Americans) were invited to on-campus interviews. The College offered the position to one applicant, a minority candidate, who turned down the offer.⁷ The college extended an offer to another, non-minority, candidate, and she accepted. Dr. Hilve Firek (Ed.D., University of Montana, 2004) brings to the position substantial teaching experience at both the college (Assistant Professor at Roosevelt University, Chicago, 2004-07) and high school (currently Lead Teacher, International Baccalaureate Diploma Program, Suffolk Public Schools) levels; she is the author of *Ten Easy Ways to Use Technology in the English Classroom* (Heinemann, 2003). Dr. Firek's curriculum vitae appears in Appendix C.

While the Education search did not yield a minority faculty member, the College has been successful in diversifying its faculty. Since 2006, VWC has hired three tenure-track, African-American faculty members who have a direct impact on the Education Program and reflect the College's commitment to diversity in faculty hiring:

Dr. Murrell Brooks (Ph.D., UCLA), Assistant Professor of Political Science (Impact: Professional Interdivisional Major, or PIDM, for Elementary Candidates; History and Social Science 6-12 Candidates); Dr. Deirdre Gonsalves-Jackson (Ph.D., Florida Institute of Technology), Assistant Professor of Biology (Impact: PIDM for Elementary Candidates; Biology 6-12 Candidates); and Dr. Rebecca Hooker (Ph.D., Univ. of New Mexico), Assistant Professor of English, African American Literature (Impact: Potentially all Education Candidates to fulfill VWC General Studies Requirements as well as English 6-12 Candidates).

Virginia Wesleyan College also demonstrates its commitment to diversity awareness through its mission statement, emphasizing that the College prepares students for "the challenges of life and career in a complex and rapidly changing world." For specific documentation of this commitment, see Appendix D.

C. Administration

1. The Education Program at VWC adopted and implemented a new admissions policy in September 2009, responding to the Review Team's recommendations under Standards 2 and 4, *Report*, pp. 19, 34. The Review Team pointed out that the admissions plan in use in April 2009 "allowed students to take courses well into the major before being formally admitted into the teacher education program." The new policy, reproduced in its entirety below, provides clear guidelines, in part: "Students interested in Teacher Certification will not be allowed to register for upper level (300+) Professional Education courses (with the exception of INST 303) until the requirements for admission have been met. Transfer students must complete the formal application process by the end of their first semester of coursework at VWC."

**Virginia Wesleyan College
Education Department**

Criteria for Admission to and Continuation in the Professional Education Program

Students interested in becoming teachers must formally apply for admission to the Professional Education Program. This can be time consuming, so the student must begin the process early in his/her college career. Applications are distributed in certain classes (INST 202 and EDUC 225) and are available in Pruden 103.

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

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

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

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

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

- Take and pass the Virginia Communications and Literacy Assessment (VCLA) by the end of the junior year.
- **(Elementary/Special Education ONLY)** Take and pass the Virginia Reading Assessment (VRA) upon completion of EDUC 320 and EDUC 321. (Passing score is 235)
- Pass Praxis II prior to the start of pre-service teaching.
- NOTE: Passing scores on VCLA, Praxis II, and VRA (where applicable) are required for licensure by the Virginia Department of Education.
- Maintain the required GPA for your major and grades of C or better in ALL Professional Education courses.

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

Signature _____

Date _____

Printed Name _____

(Application for Admission Revised, March 2010)

2. The Virginia Wesleyan Faculty Assembly, on November 6, 2009, formally amended *The Faculty Handbook* in order to give the Director of Teacher Education a role in the evaluation of Education faculty. The new policy, which has been followed in the most recent round of annual evaluations, states:

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

The Handbook revision eliminates the Review Team's objection that "the Department Director . . . is not a participant in the faculty evaluation process" (Standard 3, Report, pp. 27-28; also Standard 4, p. 34).

3. The College relocated the office of the Director of Teacher Education to the departmental suite in Pruden Hall in August 2009, thereby implementing the Review Team's suggestion that moving "the Director to co-locate with other program faculty and administrative staff . . . would facilitate program operation" (Standard 3, Report, p. 28; see also Standard 4, p. 34). The relocation included renovation of the Director's office and purchase of new furniture. Since Fall 2007, the College has renovated five faculty offices and established an Educational Teaching Laboratory (with new seating and Smart Board) in one wing of Pruden Hall, at a cost of more than \$15,000, as part of its continuing commitment to improve the quality of the facilities for the Education program.

4. The College funded the Director Malcolm Lively's participation in the Council of Independent Colleges Leadership Conference in Pittsburgh in June 2009, responding to the Review Team's recommendation that VWC provide training and mentoring of departmental administrators (Standard 3, Report, p. 28). In the same vein, Professor Clayton Dress, Professor of History, Chair of the Division of Social Sciences, and a former departmental coordinator, is serving as a senior mentor to Dr. Lively.

APPENDIX A

Virginia Wesleyan College Purchase Order

P0016867

Virginia Wesleyan College
Attn: Receiving Department
1584 Wesleyan Drive
Norfolk VA 23502

Live Text
1 S. La Grange Road
Suite 200
La Grange IL 60525
Attn: Joe Finado & Fred Scott



03/23/10

100.000	EA Each	Data Management Software Package	80.0000	8,000.00
1.000	EA Each	2 Days on Campus Training (dates to be determined by Fred Scott)	3,700.0000	3,700.00
1.000	EA Each	7/19/10 Pre-Conference Morning Training	125.0000	125.00
1.000	EA Each	7/19/10 Pre-Conference Afternoon Training	95.0000	95.00
1.000	EA Each	7/20-7/21/10 Conference Only	325.0000	325.00
1.000	EA Each	7/22/10 Post-Conference Morning Training	125.0000	125.00

Purchase order includes:
Support Fees at
No Cost
Software Updates at
No Cost

Elaine Aird
Elaine Aird, Purchasing
(757)455-3310

11-12754-89296-0
(Dr. Timothy O'Rourke &
Robin Takacs)

**PLEASE REFERENCE P.O. # ON ALL SHIPPING
AND RECEIVING DOCUMENTS. SHIPPING
DOCUMENT IS REQUIRED FOR ALL ORDERS.**

12,370.00

Shipping Address:
Virginia Wesleyan College
Attn: Receiving
1584 Wesleyan Drive
Norfolk, VA 23502
Phone: (757)455-3310
FAX: (757)461-4946

Billing Address:
Virginia Wesleyan College
Attn: Accounts Payable
1584 Wesleyan Drive
Norfolk, VA 23502
Phone: (757)455-3230
FAX: (757)461-4946

APPENDIX B

Recruiting Efforts to Attract Additional Minority Faculty, Adjuncts, and Supervisors

A developing partnership with nearby Bayside High School in Virginia Beach allows for additional recruiting of minority candidates to fill needed adjunct content area positions (specifically mathematics, sciences, social studies, and foreign languages) in the secondary content methods course (EDUC 375) offered each fall. Helping to coordinate this effort is our contact at Bayside High School, Ms. Bermina Nickerson, Vice-Principal, Ms. Ginger Ferris, Assistant Professor of Education at Virginia Wesleyan College, and Dr. Malcolm Lively, Director of Teacher Education at Virginia Wesleyan College. Ms. Nickerson also participated in the candidate interview process for the tenure-track secondary education position. In addition to the Bayside High School partnership, developing partnerships with Bayside Middle School, Bayside Elementary School, and an established partnership with Shelton Park Elementary provide the opportunity to recruit recently retired minority educators to supervise field experiences in elementary, secondary, and special education placements. Ms. Ferris, Dr. Lively, and Mrs. Stacey Wollerton, Director of Field Experiences, are coordinating these partnerships.

Additionally, the Education Department at Virginia Wesleyan College anticipates several retirements in the next three to five years. The Department and the College is committed to improving faculty diversity by actively recruiting qualified minority candidates both locally, through established contacts with school personnel, and nationally, by targeting publications and organizations that are highly regarded by culturally diverse populations.

APPENDIX C

Curriculum Vitae of Hilve Firek

HILVE AYERS FIREK

3905 Cobb Avenue
Chesapeake, Virginia 23325
757/333-7835
hfirek@roosevelt.edu

EDUCATION AND PROFESSIONAL CREDENTIALS

Ed.D.	2004	University of Montana – Missoula Curriculum and Instruction
M.S.	1995	Old Dominion University; Norfolk, Virginia Secondary Education, English. GPA: 4.00
B.S.	1988	Old Dominion University; Norfolk, Virginia Secondary Education, English. Magna cum laude
B.A.	1987	Old Dominion University; Norfolk, Virginia English Literature. Magna cum laude

Virginia teaching certificate: English and journalism, grades 7-12

PROFESSIONAL EXPERIENCE

July 2009- present	Lead Teacher, International Baccalaureate Diploma Program Suffolk Public Schools, Suffolk, Virginia: Coordinate the International Baccalaureate Diploma Program (IBDP) for the Suffolk Public Schools; administer the program according to International Baccalaureate Organization regulations and guidelines; communicate with teachers, administrators, counselors, parents, students, and the public to ensure a successful educational experience for IBDP students in grades 9-12.
Fall 2007- present	Adjunct Instructor Roosevelt University, Chicago and Schaumburg, Illinois: Teach online graduate courses in education including "Technology in the Classroom" and "Human Development."
2007-2009	English Teacher Oscar F. Smith High School, Chesapeake, Virginia: Taught Pre-IB English 10, AP English 11, English 11, and Dual Enrollment English 12 (distance education/interactive television).
2004-07	Assistant Professor Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses including "Technology in the Classroom," "Human Development," and "Language and Literacy in the Content Areas." Developed and taught online courses.
2003-04	Visiting Instructor Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses; served as Advising Coordinator, Secondary Education; developed and maintained online site to support and mentor student teachers (Teacher Quality Enhancement Initiative).

Summers 2002, 2003 Lead Instructor
 GEAR-UP Technology Camp, Missoula, Montana: Developed curriculum and supervised teachers at camps for American Indian middle-school students.

2001-03 Graduate Teaching Assistant
 University of Montana – Missoula: Taught undergraduate education courses and supervised pre-service teachers in field experiences; developed and presented a series of professional development workshops in “Writing Across the Curriculum” for K-12 teachers in Superior, Montana.

2000-2003 Adjunct Instructor
 Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses.

1999-2000 Editorial Technology Administrator, Language Arts
 McDougal Littell, Evanston, Illinois: Managed all language-arts media ancillaries including Web site content and CD-ROM development.

1997-99 Writer and Editor
 Glencoe (secondary education division of McGraw-Hill), Chicago, Illinois: Wrote all technology skills pages for student editions of composition series, grades 6-12; managed non-print ancillaries.

1996-97 Lecturer
 University of North Carolina – Charlotte: Taught graduate and undergraduate education courses; supervised student teachers and graduate interns.

1994-95 Adjunct Assistant Instructor
 Old Dominion University: Taught English methods; supervised student teachers.

1993-94 English Teacher
 Southside Virginia Regional Governor’s School, Farmville, Virginia: Taught junior and senior English.

1990-93 English Teacher
 Oscar F. Smith High School, Chesapeake, Virginia: Taught freshman English and journalism (9-12); sponsored the school newspaper.

TEACHING ASSIGNMENTS: ROOSEVELT UNIVERSITY

Spring 2010	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (3)
Fall 2009	EDUC 485	Technology in the Classroom (online) (6)
Summer 2009	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (3)
Spring 2009	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (6)
Fall 2008	EDUC 485	Technology in the Classroom (online) (6)

Summer 2008	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (3)
Spring 2008	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (6)
Fall 2007	EDUC 485	Technology in the Classroom (online) (6)
Summer 2007	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (3)
Spring 2007	CHS 415 EDUC 485	School Environment, Classroom Management & Consultation (online) (6) Technology in the Classroom (online) (3)
Fall 2006	EDUC 485	Technology in the Classroom (online) (9)
Summer 2006	EDUC 485 EDUC 449	Technology in the Classroom (online) (6) Teaching for Social Justice and Equity (3)
Spring 2006	EDUC 485 CHS 415 READ 463 SEED 3/427	Technology in the Classroom (online) (6) School Environment, Classroom Management & Consultation (online) (3) Language and Literacy in the Content Areas (3) Methods of Teaching Secondary English (3)
Fall 2005	EDUC 485 SEED 401 EDUC 407 READ 463	Technology in the Classroom (online) (3) Introduction to Secondary Education (3) Human Development (3) Language and Literacy in the Content Areas (3)
Summer 2005	EDUC 485	Technology in the Classroom (online) (3)
Spring 2005	READ 463 EDUC 485 CHS 415	Language and Literacy in the Content Areas (3) Technology in the Classroom (online) (3) School Environment, Classroom Management, & Consultation (online) (3)
Fall 2004	READ 463 EDUC 485	Language and Literacy in the Content Areas (3) Technology in the Classroom (online) (3)
Summer 2004	READ 463	Language and Literacy in the Content Areas (3)
Spring 2004	EDUC 3/485 READ 463	Technology in the Classroom (3) Language and Literacy in the Content Areas (3)
Fall 2003	EDUC 3/485 READ 463 EDUC 405	Technology in the Classroom (3) Language and Literacy in the Content Areas (3) American Education (3)
Summer 2003	EDUC 405 EDUC 3/485	American Education (3) Technology in the Classroom (3)
Summer 2002	EDUC 405	American Education (3)

	EDUC 3/485	Technology in the Classroom (3)
Summer 2001	EDUC 3/485	Technology in the Classroom (6)
Summer 2000	EDUC 385/485	Technology in the Classroom (6)
Spring 2000	EDUC 385/485	Technology in the Classroom (6)

TEACHING ASSIGNMENTS: UNIVERSITY OF MONTANA – MISSOULA

Spring 2003	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
	C&I 200	Exploring Teaching through Field Experiences (1)
Fall 2002	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
Spring 2002	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
Fall 2001	C&I 200	Exploring Teaching through Field Experiences (2)

TEACHING ASSIGNMENTS: UNIVERSITY OF NORTH CAROLINA – CHARLOTTE

Summer 1997	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	EDUC 3141	Secondary Schools (3)
Spring 1997	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	EDUC 3142	Issues in Secondary Education (3)
	TESL 6470	Teaching English as a Second Language/Clinical Placement (3)
	TESL 6476	Teaching English as a Second Language/Seminar (3)
Fall 1996	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	TECH 4100	Microcomputer Applications in Education (3)
	EDUC 3443	Student Teaching/Seminar: 9-12 (6)

TEACHING ASSIGNMENTS: OLD DOMINION UNIVERSITY

Spring 1995	ECI 485	Student Teaching/Seminar: English, 9-12 (3)
	ECI 646	Telecommunications/Distance Education (graduate assistant)
Fall 1995	ECI 451	Methods and Materials: Teaching English in the Secondary Schools (3)

SELECTED PUBLICATIONS

- Firek, H. (May/June 2006). Creative writing in the social studies classroom: Promoting literacy and content learning. *Social Education*.
- Firek, H. (Spring 2006). Using technology to win the hearts and minds of our students. *Illinois English Bulletin*.
- Cheney, M. and Firek, H. (2005, January). Read and Understand Poetry, Grades 2-3. Evan-Moor.
- Firek, H. (2004, October). We're all in this together: E-mentoring and student teachers. *English*

Leadership Quarterly.

- Cheney, M. and Firek, H. (2004). Basic Phonics Skills, Level D. Evan-Moor.
- Firek, H. (2003). Ten easy ways to use technology in the English classroom. Heinemann.
- Firek, H. (2003, April). One order of ed tech coming up.... You want fries with that? Phi Delta Kappan.
- Firek, H. (2002, Fall). Technology and the English teacher: Friend or foe? WILLA.
- Cheney, M. and Firek, H. (2002) Readers' Theater, Grade 4. Evan-Moor.
- Gretes, J.A., Firek, H., and Nason, P. (1997) Undergraduate teacher education student perceptions of computer competence as a predictor of actual performance. In ICTE Inc. Proceedings of the 1997 14th Annual International Conference on Technology and Education, Oslo, Norway, (Vol. II, pp. 532–534).
- Firek, H. (1997). Technology in the language arts classroom. Elements of Writing Annotated Teacher's Editions. Holt, Rinehart and Winston.
- Firek, H. (1997, Winter). By fifth bell, there were no Nazis. Inquiry in Social Studies: Curriculum, Research and Instruction.
- Purcell, S. and Firek, H. (1995, Spring). The Internet and the English teacher: A match made in cyber-heaven. Virginia English Bulletin.
- Firek, H., Morgan, R. and Wolfe, D. (1995, Spring). The viewer, the video, and the poem. Arizona English Bulletin.

SELECTED PRESENTATIONS

- Chin, B. and Firek, H. (2008, November). How technology has changed writing in the classroom. National Council of Teachers of English Annual Convention, San Antonio, TX.
- Firek, H. (2006, May). Using technology to encourage literacy. Invited dinner speaker. Mid-Hudson Reading Council, Poughkeepsie, NY.
- Chin, B. and Firek, H. (2006, May). Teaching multicultural literature: Reading strategies that teach social justice and inspire lifelong literacy. International Reading Association Convention, Chicago, IL.
- Firek, H. (2005, November). Literacy in the content areas: How English leaders can help. Conference on English Leadership, Pittsburgh, PA.
- Firek, H. (2005, October). Using technology to win the hearts and minds of our students. Invited luncheon speaker. Conference of the Illinois Association of Teachers of English, Decatur.
- Firek, H. (2004, November). Easy ways to use technology to engage students and Helping English leaders integrate technology into teaching and learning. National Council of Teachers of English Annual Convention and Conference on English Leadership, Indianapolis, IN.
- Firek, H. (2004, October). Ten easy ways to use technology in the English classroom. New York State English Council Conference, Albany, NY.
- Firek, H. (2004, September). Classroom cultures that promote writing and word study. North Carolina English Teachers Association Conference, Charlotte, NC.
- Firek, H. (2004, April). Online support for pre-service teachers. Illinois Professional Learners' Partnership Forum, Schaumburg, IL.
- Firek, H. (2004, January). Ten easy ways to use technology in the English classroom. Texas Association of Teachers of English Conference, Austin, TX.
- Firek, H. and Purcell, S. (2003, November). Using technology to enhance learning partnerships. National Council of Teachers of English Annual Convention, San Francisco, CA.
- Firek, H. (2003, October). Ten easy ways to use technology in the English classroom. North

- Carolina English Teachers Association Conference, New Bern, NC.
- Firek, H. (2002, October). Five easy ways to use technology in the English classroom. MEA-MFT Annual Conference, Missoula, Montana.
- Firek, H. (2002, September). Kids we. Meeting of TALES (Technology And Learning in Every School) On-Site Coordinators, Missoula Montana.
- Firek, H. (2002, March). Gender issues in technology. National Council of Teachers of English Spring Conference, Portland, Oregon.
- Firek, H. (2001, March). The magic of technology—The reality of the classroom. National Council of Teachers of English Spring Conference, Birmingham, Alabama.
- Firek, H. (1997, August). Technology in the classroom: What's going on? Keynote Address at the Fall Convocation of Chicago Area Lutheran High Schools, Melrose Park, Illinois.
- Firek, H. (1997, April). English and the Internet: Wanna hear a story? Workshop Facilitator at the National Council of Teachers of English Spring Conference, Charlotte, North Carolina.
- Firek, H. and Cockman, N. (1997, April). The stuff of the heart: Sharing stories of teaching and learning. National Council of Teachers of English Spring Conference, Charlotte, North Carolina.
- Firek, H. and Cockman, N. (1996, October). A virtual travelogue: Using the Internet to see the world as a resource for writing. Writing in the Twenty-First Century: A Conference on the Teaching of Writing, Charlotte, North Carolina.
- Firek, H. and Purcell, S. (1996, March). English and the Internet. Workshop Facilitator at the National Council of Teachers of English Spring Conference, Boston, Massachusetts.
- Firek, H. (1996, February). The English teacher and the Internet. Tenth Annual Educational Forum, Fayetteville, North Carolina.
- Firek, H. and Purcell, S. (1995, November). Technology for today and tomorrow: Multimedia and the Internet. New England Teachers Conference, Springfield, Massachusetts.
- Firek, H. (1995, July). What every language arts teacher should know about telecommunications. The Twenty-Fourth Annual Conference on Teaching the English Language Arts, Athens, Georgia.
- Firek, H. (1995, April). Technology in education. Third Annual Southeastern Regional Conference of the Future Educators of America, Norfolk, Virginia.
- Firek, H. (1995, March). Cruisin' the information superhighway: Using the Internet to teach English in a transdisciplinary context. National Council of Teachers of English Spring Conference, Minneapolis, Minnesota.
- Firek, H. (1994, October). What superhighway? Finding educational resources on the Net. Virginia Educational Media Association Conference, Richmond, Virginia.
- Firek, H. (1993, March). A critical analysis of the present through the novels of the future: 1984, Brave New World, and Fahrenheit 451. National Council of Teachers of English Spring Conference, Richmond, Virginia.

AWARDS, SERVICE, MEMBERSHIPS, AND COMMITTEES

Awards

- | | |
|---------|--|
| 2002-03 | University of Montana, Bertha Morton Scholarship |
| 2001-03 | University of Montana, Graduate Fellowship |
| 1994-95 | Old Dominion University's Outstanding Alumni Graduate Scholarship |
| 1994 | Fellow, Tidewater Writing Project |
| 1992 | Mellon Foundation Grant, Advanced Placement Institute, University of Central Florida |
| 1991 | National Endowment for the Humanities Grant, Shakespeare-Milton Institute, University of Arizona Service Editorial Board |

Memberships

The National Council of Teachers of English (NCTE)

CEL: Conference on English Leadership

International Reading Association

SIGNAL (Special Interest Group Network on Adolescent Literature)

Committees

Roosevelt University

2006-07 University College; Faculty Advisory Board: Center for Teaching and Learning;
Distance Learning Subcommittee

2005-06 Faculty Senate; Faculty Issues; Information Technology Advisory; University
College; Faculty Advisory Board: Center for Teaching and Learning; University
College Dean's Search; Campus Champion: Jumpstart; Distance Learning
Subcommittee

2004-05 Faculty Senate; Information Technology Advisory; University College; New Deal
Service Day; Distance Learning Subcommittee

Roosevelt University College of Education

2006-07 Advising

2005-06 Advising; Counseling Search

2004-05 Advising; MATL Search; Counseling Search

2003-04 Technology; Mentoring; Advising

University of Montana Department of Curriculum and Instruction

2001-03 Unit Standards; Technology

2001-02 Student Evaluation; Faculty Evaluation

APPENDIX D

Documentation of Commitment to Diversity Awareness at Virginia Wesleyan College

A. All teacher education candidates participate in required field experiences with the intention of improving diversity awareness among student populations and providing pre-professional practice in these highly diverse environments. Field placements for each candidate are scheduled in Norfolk (urban), Virginia Beach (suburban), and Chesapeake (rural) public schools. Through these field placements, candidates also get the opportunity to observe and provide instruction to students in at least one Title I school in the aforementioned school systems.

B. All Virginia Wesleyan College students have opportunities to participate in cultural awareness activities initiated by the Office of International and Intercultural Programs (OIP). This office also directs the study abroad programs in place at renowned universities in Berlin, Germany, Puebla, Mexico, and Osaka, Japan. Many of the education program's foreign language candidates participate in these and other experiences. Over the last two years, VWC students have traveled to Ghana, Senegal, Viet Nam, Bolivia, El Salvador, Greece, Italy, Istanbul, France, and the United Kingdom.

The mission statement of Virginia Wesleyan College emphasizes that we seek to prepare students for "the challenges of life and career in a complex and rapidly changing world." One way that we do this is by providing rich and culturally diverse academic experiences. Much of this can be seen in faculty initiatives in taking students abroad, in doing research abroad, and in the focus of the research itself.

Faculty in recent years have taken students to study abroad, engaging students in study and research experiences in New Zealand, Vietnam, Greece, Turkey, Germany, Trinidad, Costa Rica, Panama, Mexico, France, and Ghana. In recent years students have also studied in Germany, England, China, and France.

Faculty also broaden their cultural awareness by teaching and conducting research abroad and bring this awareness back to classrooms that serve education students. Last year Dr. Dan Margolies (History) was a Fulbright Scholar in Korea and Dr. Craig Wansink (Religious Studies) set up a student exchange agreement with Kansai Gaidai, a university in Osaka, Japan. Dr. Vic Townsend (Biology) regularly takes groups of students abroad to conduct research in the tropics (and the very different cultures there).

During their sabbaticals, Dr. Mavel Velasco (Spanish) did research in Bolivia, Dr. Susan Wansink (German) in Germany, and Dr. Philip Rock (Biology) in Italy. In this coming year Dr. Murrell Brooks (Political Science) is planning on doing research on political/economic questions in Africa, and Dr. Brett Heindl--also a political scientist--will be studying similar issues within Turkey. Within this year Dr. Susannah Walker (History) will present at a conference in Australia.

In terms of specific research topics, Dr. Eric Mazur's (Religious Studies) current research focuses on Jews as a minority community in the American Southeast. Dr. Dan Margolies (History) recently received a Mednick Fellowship to research Latino migration to the South and Latino migrant music. In terms of intercultural concerns, the theatre program this year presented "The Laramie Project" (to focus on issues relating to sexual identity and hate crimes), and a number of faculty are involved in community service and service learning courses related to issues of hunger and homelessness in Hampton Roads.

ATTACHMENT 2

Memorandum Dated April 16, 2010

from

Timothy G. O'Rourke, Vice President for Academic Affairs

Regarding Reply to April 15th Inquiries

to

Dr. JoAnne Y. Carver, Director of Teacher Education



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

MEMORANDUM

To: Dr. JoAnne Y. Carver
Director of Teacher Education

From: Timothy G. O'Rourke
Vice President for Academic Affairs

Subject: Reply to April 15th Inquiries

Date: April 16, 2010

In an e-mail dated April 15, 2010, you asked for the following items of information related to the accreditation of Virginia Wesleyan College's Education Program.

1. Membership of the Working Assessment Group;
 2. Minutes of the Working Assessment Group meetings;
 3. Copy of the draft plan for Improved Program Assessment;
 4. Revised job description for Dr. Malcolm Lively with any documentation of teaching course load reduction; and,
 5. Copy of the Professional Activities Form (PAF) listed in section A.1 of the overview.
1. The Working Group includes the following people:
 - John R. Braley III (Associate Professor of Recreation and Leisure Studies)
 - Jack Dmoch (Chief Technology Officer)
 - Malcolm Lively (Director of Teacher Education)
 - Timothy G. O'Rourke (Vice President for Academic Affairs),
 - Bryan Price (Associate Vice President for Institutional Research and Effectiveness)
 - Robin Takacs (Coordinator of Institutional Technology)

Occasionally the group has expanded to include Suzanne Savage (Assistant Vice President for College Advancement), Douglas Kennedy (Batten Professor of Recreation and Leisure Studies), and various members of the Education Department. As discussed in detail in Item 2, the working group has not met to discuss any revision to program or student learning goals. Rather, this team has met to discuss and resolve targeted issues or concerns. The group meets at the call of Dr. O'Rourke.

2. The Working Group, to this point in time, has not maintained a set of minutes. The Working Group emerged out of series of conversations that began in May and June of 2009⁸ and intensified in November 2009. The group convened formally in December 2009 in order to write a grant to the Virginia Foundation for Independent Colleges (VFIC) to support *LiveText* implementation. Appendix A includes a copy of the VFIC grant proposal, developed by the Working Group with the assistance of VWC's Advancement Office.

When the VFIC rejected the grant request in mid-January, Dr. O'Rourke invited Fred Scott, Solutions Consultant for *LiveText*, to meet on-campus with the Working Group on February 14, 2010, to discuss implementation of the software package with institutional funds only. After considerable study, including the review of multiple software applications, the Working Group decided in March 2010 to purchase the *LiveText* system; to train Education and Recreation and Leisure Studies faculty and selected others on August 20, 2010, and a second date in the fall; and to implement use of the software in selected Education and Recreation and Leisure Studies courses in Fall 2010. (A copy of the *LiveText* purchase order appears in our April 1st Report.)⁹

The whole Working Group convened formally on the following dates:

Friday, December 11, 2009, preparation of VFIC grant proposal to implement *LiveText*
Monday, December 14, 2010, conference call with Fred Scott, Solutions Consultant for *LiveText*
Tuesday, February 16, 2010, on campus presentation by Fred Scott of *LiveText*
Wednesday, March 3, 2010, conference call with Blackboard on e-portfolio, assessment software
Wednesday, March 17, 2010, conference call with Fred Scott of *LiveText*

Dr. O'Rourke, as the head of the Working Group, has held, since June 1, 2009, the following meetings related to the acquisition of the *LiveText* and program assessment in the Education Department:

Friday, June 19, 2009, with the Education Department faculty
Wednesday, June 24, 2009, with the Education Department faculty
Thursday, June 26, 2009, with B. Price
Wednesday, September 16, 2010, with B. Price
Wednesday, March 10, 2010, with R. Takacs and J. Dmoch
Wednesday, March 17, 2010, conference call with Fred Scott of *LiveText*
Wednesday, February 24, 2010, with Bryan Price

The Working Group will continue to meet throughout 2010-11 in order to monitor implementation and to continue to flesh out both the e-portfolio and assessment capabilities of *LiveText*. Ms. Takacs is coordinating *LiveText* training for faculty and students.

3. The *Unit Assessment Plan for the Professional Education Program at Virginia Wesleyan College* is attached as Appendix B. The plan includes current student learning outcomes as well as an updated

⁸ Professor Braley devoted his Fall 2008 sabbatical to an exploration of e-portfolio and assessment software. During the Spring Semester 2009, he led a series of discussions with faculty colleagues on the *LiveText* Accreditation Management System. Fred Scott, Solutions Consultant for *LiveText*, made a presentation to a small group of VWC faculty, who included Dr. O'Rourke, in April 2009; at that time, the Department of Recreation and Leisure Studies committed to the implementation of *LiveText* either in Fall 2009 or Fall 2010. Shortly after VWC received the draft report of the Review Team in June 2009, Vice President O'Rourke initiated conversations with Bryan Price (Associate Vice President for Institutional Research) and Dr. Lively (Director of Teacher Education) about the use of *LiveText* to improve assessment in Education.

⁹ The implementation of *LiveText* will serve a much larger role in the institution's plan to update its institution-wide student learning outcomes assessment management system.

timetable that charts the implementation of new tools, specifically *LiveText*, to manage more effectively the current and longitudinal assessment of student learning.

4. Dr. Lively's teaching load is a 2/2 (two three-credit courses in the fall and spring). A job description for Dr. Lively's position appears on the following page. Since October 1, 2009, Dr. Lively has benefited from having the assistance of a full-time administrative assistant. Moreover, he and his colleagues will enjoy reduced advising loads as a result of the addition of full-time faculty member in fall 2010.
5. The Professional Activities Form (PAF), a portion of which appeared as an appendix in the December 11th Institutional Response, is reprinted in its entirety in Appendix C.

Roles and Responsibilities of Director of Teacher Education

Virginia Wesleyan College Education Department

Director of Teacher Education/Education Department Coordinator

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

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

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

Appendix A

Virginia Wesleyan College 2010 VFIC/Verizon Foundation “Teaching with Today’s Technology” Grant Application

1. General Information

Project Title – Leading Teachers

Start Date – June 2010

End Date – May 2012

Amount Requested- \$20,000

Contact Information – Suzanne Savage, Assistant Vice President for College Advancement,
Virginia Wesleyan College, 757-233-8736

2. Project Narrative

Virginia Wesleyan College requests \$20,000 in support of the “Leading Teachers” Project. The project will use new technologies—specifically *LiveText* and Thinkfinity—to enhance preparation of students in the Professional Education Program at Virginia Wesleyan, enabling them to enter their careers using technologies in their instruction in pre-K—12 classrooms. Virginia Wesleyan College also wishes to improve assessment protocols in its Education Department to better document competencies of students across multiple courses.

The College proposes to achieve both of these goals by implementing an e-portfolio system known as *LiveText*. Over the course of a student’s time in the Education Department, *LiveText* will provide a body of work that is reviewable and allows faculty an independent method for monitoring students’ performance and tracking program performance over time. This comprehensive assessment tool enables faculty to monitor the extent to which students, individually and collectively, are satisfying the competencies prescribed by the State Board of Education. It also provides the students with a portable, digital vita to use with prospective employers. Once in the classroom, a new teacher can use *LiveText* to maintain a professional journal that includes a profile of class demographics and academic levels, explains the work that the class is doing, and charts the results. The new teacher can put lesson plans into his or her own *LiveText* account and align them with State Standards of Learning; establish performance rubrics for the students in the class; and put artifacts of the students’ work into *LiveText*. The new teacher also could create and participate in discussion boards with former VWC classmates and faculty members—in effect creating a supportive network that extends well beyond graduation from VWC. Students in the Professional Education Program will draw upon Thinkfinity in the course of developing their e-portfolios and in preparing lesson plans when they enter their teaching careers.

With funding from the “Teaching with Today’s Technology” grant, the “Leading Teachers” Project will be implemented in the 2010/2011 academic year. The cost of the *LiveText* software is approximately \$80-\$100 (per student) for usage up to five years; a student’s *LiveText* subscription extends one-year beyond graduation and can be renewed thereafter. It is customary for students to bear this cost and they will be notified of this expectation in the course catalog. A portion of the grant budget will be allocated to pay the cost of the software for students demonstrating financial need. A significant portion of the grant will be used to provide training. A *LiveText* trainer will be brought to campus over the summer of 2010 to provide two days of training for Education and Recreation and Leisure Studies faculty. In addition, the College will include Robin Takacs, Institutional Technology Coordinator, in this training to equip her to provide usage training for students. This investment will provide in-house expertise necessary for training new users each year.

Monies will also be used to provide faculty stipends for the Education Department faculty who will develop new course curriculum to include the use of *LiveText* and Thinkfinity.

The usage of *LiveText* and Thinkfinity will ensure that all Education Department students are well-trained and comfortable in the use of technology. As a result, the students will be able to use their e-portfolio to pursue employment in the teaching profession. And, our expectation is that students, as newly minted teachers, will employ the use of *LiveText* and Thinkfinity in their classroom settings.

According to *LiveText* representatives, their software is used only at Liberty University, Old Dominion University and Virginia Commonwealth University in the Commonwealth of Virginia. Although some public schools have

LiveText, its use at the primary and secondary level is still rare. Thus, implementation at Virginia Wesleyan College will place our students and faculty on the cutting-edge of classroom technology usage.

3. The Participants

The implementation of *LiveText* will impact a number of populations on campus. All Education students will use the *LiveText* software. All juniors and seniors (approximately 125) will use it in their education major courses. Students on the elementary teaching track will use it in other courses such as social sciences, math, science and English. In addition, the College's Recreation and Leisure Studies students will begin using *LiveText*. Dr. Timothy O'Rourke (Vice President for Academic Affairs and Kenneth R. Perry Dean of the College) feels that having two academic departments implementing *LiveText* will create a "beachhead" and make the technology pervasive on the Virginia Wesleyan campus. Some Recreation and Leisure Studies students continue their education and become teachers. All are in the instruction business—taking jobs with organizations such as the YMCA and Boys and Girls Clubs. Having expertise in *LiveText* will enable these students to share it and other technologies with their students. Recreation and Leisure Studies plans to introduce 25 students per semester (over a two-year period) to the *LiveText* technology.

The participants will also represent a diverse group of students. Virginia Wesleyan has the second most diverse student population of all sixteen liberal arts colleges in Virginia. In the fall of 2008, minorities represented 27.1% of the student body; the Education and Recreation and Leisure departments exhibit the same level of diversity.

4. Your Approach – What overall approach or strategy are you using to achieve your result?

The College proposes to implement an e-portfolio system known as *LiveText*. Over the course of a student's time in the Education Department, *LiveText* will provide a body of work that is reviewable and allows faculty an independent method for monitoring students' performance and tracking program performance over time. This comprehensive assessment tool enables faculty to monitor the extent to which students, individually and collectively, are satisfying the competencies prescribed by the State Board of Education. It also provides the students with a portable, digital vita to use with prospective employers. Once in the classroom, a new teacher can use *LiveText* to maintain a professional journal that includes a profile of class demographics and academic levels, explains the work that the class is doing, and charts the results. The new teacher can put lesson plans into his or her own *LiveText* account and align them with state Standards of Learning; establish performance rubrics for the students in the class; and put artifacts of the students' work into *LiveText*. The new teacher also could create and participate in discussion boards with former VWC classmates and faculty members—in effect creating a supportive network that extends well beyond graduation from VWC.

With funding from the "Teaching with Today's Technology" grant, the "Leading Teachers" Project will be implemented in the 2010/2011 academic year. The cost of the *LiveText* software is approximately \$80-\$100 for usage up to five years; a student's *LiveText* subscription extends one-year beyond graduation and can be renewed thereafter. It is customary for students to bear this cost and they will be notified of this expectation in the course catalog. A portion of the grant budget will be allocated to provide scholarships for students demonstrating financial need to pay the cost of the software.

A significant portion of the grant will be used to provide training. A *LiveText* trainer will be brought to campus over the summer of 2010 to provide two days of training for Education and Recreation and Leisure Studies faculty. In addition, the College will include Robin Takacs, Institutional Technology Coordinator, in this training to equip her to provide usage training for students. This investment will provide in-house expertise necessary for training new users each year.

Monies will also be used to provide faculty stipends for the Education Department faculty who will develop new course curriculum to include the use of *LiveText* and Thinkfinity.

The usage of *LiveText* will ensure that all Education Department students are well-trained and comfortable in the use of technology. As a result, the students will be able to use their e-portfolio to pursue employment in the teaching profession. And, our expectation is that students, as newly minted teachers, will employ the use of *LiveText* and Thinkfinity in their classroom settings.

5. What level of intensity and duration are needed for your approach to deliver results?

Robin Takacs, Institutional Technology Coordinator, will provide training to students on general usage of the software. She will also be available for case by case assistance throughout the semester. The College will also include selected students in the two-day training. Throughout the semester, these students will serve as peer tutors.

Elementary track Education candidates will use *LiveText* and Thinkfinity in courses adding to as much as 10 to 12 credit hours per week. Students completing student teaching in the field will utilize *LiveText* and Thinkfinity for as many as 100 total hours during the semester.

6. Intended Outcomes:

There are several intended outcomes. Students utilizing *LiveText* and Thinkfinity will participate in numerous technological exercises and tools that will enhance their ability to become more technologically literate. With *LiveText* becoming a focal point of modern education accreditation programs, students will be able to remain at the forefront of education technology programs and become incredibly valuable to future employers because of their advanced technology knowledge. All students who graduate from Virginia Wesleyan's Professional Education Program will have completed a full training program on *LiveText* and Thinkfinity and begun utilizing *LiveText*'s tools and functions (such as documenting mastery of both classroom and on-site competencies, developing an electronic vita, maintaining a professional journal, constructing classroom journals and lesson plans that correlate with Virginia Standards of Learning (SOLs) and developing assessment models).

All of said tasks, in the past, have been accomplished manually in written formats. Virginia Wesleyan student participants will learn not only how to successfully complete these tasks needed in their future profession, but also learn how to accomplish them in electronic formats using the most up-to-date technology.

7. What program results are you committed to achieving for the participants?

We are committed to ensuring that this new program receives the same high level of care and concern Virginia Wesleyan always takes with our students. We are also committed to assisting the participating students prepare for today's technological programs and environments that are beginning to be the national education standard.

For evaluation purposes, the College will implement a specific technology assessment at the end of all Education courses. This course-by-course analysis will give the College the ability to modify the program as needed to respond to student comments and concerns. The "Leading Teachers" Project will also be included in all Education students' exit surveys conducted with graduating seniors. We will have course-by-course data as well as long-term data of the *LiveText* and Thinkfinity technologies.

8. What is the anticipated number of participants reaching the desired program result?

We predict about 225 student participants spanning over the two-year grant cycle. Of the 225 student participants, 125 will be enrolled in the Education program while the remaining 100 will be enrolled in the Recreation and Leisure Studies program. We expect 95% of the students to successfully complete the program.

9. Who are the persons you see as critical to program/project achievement and what attributes of these people most predict success?

Dr. B. Malcolm Lively, Associate Professor of Education and Director of Teacher Education, will coordinate the implementation of *LiveText* in the Education Department to assist with assessment needs. Dr. John R. Braley III, Associate Professor of Recreation and Leisure Studies, who recently took a sabbatical to study *LiveText* and other e-portfolio technologies, will advise Recreation and Leisure Studies on implementation. And, Robin Takacs, Institutional Technology Coordinator, will be an ongoing training resource for students using *LiveText*.

10. What approaches will you use to communicate Verizon's role as your partner in this work?

Virginia Wesleyan College will incorporate Verizon's logo and information about the partnership on the College's *LiveText* landing page. Every user, including students and faculty, from Virginia Wesleyan will see this information upon reaching this web page.

Verizon's logo will be advertised through signage at all training sessions held for *LiveText*.

The College plans to acknowledge Verizon's support in our Honor Roll of Donors that is listed on the College's website and printed in several publications that are mailed out to alumni, parents, the College's Board of Trustees, faculty, staff, and major College supporters and donors.

11. What are your plans for a "Thinkfinity" workshop?

Virginia Wesleyan College will host a one-day Thinkfinity instructional lab that will be administered by an experienced trainer from the U.S. Department of Education. A goal has been set to implement this program by fall 2010 so the campus will host this workshop during the summer 2010. In attendance will be an estimated 10-12 faculty and staff participants including all Education faculty and staff members, Recreation and Leisure Studies faculty members, Ms. Robin Takas and students serving as peer tutors.

Prospective teachers, moving through their academic program at Virginia Wesleyan, will be able to draw upon the lesson plans and other resources available at Thinkfinity, incorporate key elements of Thinkfinity into their own evolving portfolio, and, then after graduation, continue to use Thinkfinity as an important tool for improving their pedagogy.

12. Budget

Please see attached budget.

Each year the Virginia Wesleyan College Professional Education Program collects, compiles, and reports student and program assessment data in the Assessment Record, Framework for Professional Study (attached) to the Dean of the College and the Office of Institutional Research. These summary assessment reports document the results of internal and external assessments and surveys (outlined below) of professional education students and the program in relation to program goals and objectives (as derived from the document *Regulations Governing the Review and Approval of Education Programs in Virginia*).

In conjunction with college-wide curricular reform and following the recommendation of the 2009 Review Team Report, the Professional Education Program is implementing an improved unit assessment plan to assess the progress of all candidates seeking licensure through our approved programs. At this time, the assessment plan is not targeting a revision in student learning measures as summarized and outlined in the Assessment Record, Framework for Professional Study. Rather, part of the improvement involves the purchase and implementation of an electronic assessment and portfolio system known as *LiveText*. *LiveText* will allow all candidates to create electronic portfolios of course assignments that demonstrate their knowledge of Standards of Learning and achievement of specific competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Whereas in the past, the education program collected multiple samples of candidates' work in education courses and courses in the Professional Interdivisional Major (PIDM) and displayed these along with course syllabi and matrices in individual course notebooks, *LiveText* will allow the professional education program to collect, document, and track all candidates' work in education courses as well as in the PIDM, secondary 6-12 majors, and PreK-12 majors as part of our approved programs. *LiveText* will also allow candidates to post reflections on their coursework following its assessment by education faculty.

The professional education faculty will receive training in the implementation of *LiveText* on August 20, 2010. This date was chosen because it falls approximately three weeks after revisions to the professional education coursework and revised Prescribed Interdivisional Major are due to meet the course requirements of the 4x4 curriculum reform. Curricular reform presents the perfect opportunity to implement enhanced candidate tracking in newly revised courses. The following timeline will guide the implementation of this new system of student, course, and program monitoring:

Summer 2010

Training of education faculty and staff in use and implementation of *LiveText*

Fall 2010

First collection of candidate data in *LiveText* system in two piloted education courses:

- EDUC 320, Reading and the Language Arts
- EDUC 329, Curriculum and Instruction PreK-6

Additional Live Text Training for education faculty and staff

Spring 2011

Collection of candidate data in *LiveText* system from the following courses, including the two above:

- EDUC 366, Classroom Management and Instructional Strategies
- EDUC 321, Diagnostic Teaching of Reading
- EDUC 319, Reading in the Content Areas
- INST 482, Issues in Education
- EDUC 338, Middle School Teaching Methods

Summer 2011

First assessment report collated using *LiveText* data and candidates' electronic portfolios.

Fall 2011

Collection of candidate data in *LiveText* system from all professional education coursework as college-wide curriculum reform goes into effect

Spring 2012

Implement collection of candidate data from PIDM courses

Implement collection of candidate data from secondary 6-12 and PreK-12 major coursework

First assessment of candidates' electronic portfolios as part of education program completion requirements

What we will obtain in this assessment plan is an improved means of triangulation of data between internal and external assessments currently in place (see below) with candidate performance on assignments in the individual professional education courses and major courses that comprise the approved programs. Such triangulation will better guide course and field experience improvements and provide additional insight into candidates' readiness for the student teaching semester and, ultimately, the teaching profession as a licensed teacher. This improved plan also addresses the concerns of the Review Team regarding candidate tracking through the program, which will aid the advising of candidates, as well as allowing for more accurate assessment of program effectiveness.

Student Learning Goals

Outlined in the Assessment Record, Framework for Professional Study (attached)

Assessments

Internal:

- Candidate Exit Survey
- Student Course Evaluations
- Portfolio Assessment
- VWC Supervisor Evaluation of Practica
- VWC Supervisor Evaluation of Student Teaching

External:

- Employer Satisfaction Survey
- Alumni Survey
- Cooperating Teacher Evaluation of Practica
- Cooperating Teacher Evaluation of Student Teaching
- Administrator Evaluation of Student Teaching
- Praxis I
- Praxis II
- Virginia Reading Assessment
- Virginia Communication and Literacy Assessment

Assessment Record for Education Department for assessment period June 2007 – July 2008 Submitted June 2008

Framework for Professional Study

Goal 1: Professional Education Expertise:

The Education Department strives to provide all pre-service teachers with the professional education expertise they need to be successful teachers. As such, each graduate of the program will have received training in the following areas from courses, assignments, and additional opportunities.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Instructional Strategies Training pre-service teachers in the declarative, procedural, and conditional knowledge needed to select and use appropriate instructional strategies.</p> <p>Objective 1: Candidates demonstrate the use of appropriate instructional strategies in teaching Virginia Standards of Learning (SOL) in microteachings, preparing lesson plans, assessing student learning, and developing thematic units of study.</p>	<p>Principles 1, 2, 4, 7</p>	<p><i>Exit Survey:</i> Assesses candidate satisfaction with VWC and the education program.</p> <p><i>Employer Satisfaction Survey:</i></p>	<p><i>Exit Survey:</i> All candidates take the survey on Blackboard near the end of the student-teaching semester. For the year, 96% responded that instructional strategies received <i>Strong Emphasis</i> throughout the program, and 78% responded that planning for instruction received <i>Strong Emphasis</i> throughout the program, a 5% increase over last year</p> <p><i>ESS:</i> Employers in 2008 rated 86.6%</p>	<p>Results of the Exit Survey are summarized in a report distributed to faculty of the education program and modifications may be made based on candidate comments.</p> <p>The results of the ESS are</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		<p>ESS is distributed each fall and assesses principals' satisfaction with VWC education program graduates. The survey will continue in Fall 2007 pending development of a similar instrument through VITAL.</p>	<p>of graduates as <i>very good</i> or <i>excellent</i> in terms of using effective teaching strategies.</p>	<p>summarized and distributed to faculty in the education program. As with the Exit Survey, modifications may be made in the program based on principals' feedback.</p>
<p>Classroom Management Training pre-service teachers to make effective teaching decisions at all levels to provide their students with a safe and effective learning environment, elements of which include discipline, lesson planning, grading procedures, selection of materials, time management, and increasing student motivation and interest in learning.</p> <p>Objective 2 - Candidates learn the necessary skills of</p>	<p>Principle 5</p>	<p><i>Exit Survey</i></p>	<p><i>Exit Survey</i>: Almost all candidates (95%) indicated that classroom</p>	

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>classroom management by successfully completing the professional education course work and demonstrating their use in the clinical experiences. They will design a Classroom Management Plan (CMP) and test its effectiveness during the practicum and student teaching experience.</p>		<p><i>Employer Satisfaction Survey</i></p>	<p>management received strong emphasis throughout the education program.</p> <p><i>ESS:</i> Employers rated 90% of program graduates as very good or excellent with regard to the use of effective classroom management approaches.</p>	
<p>Differentiated Instruction Training pre-service teachers to recognize student diversity in the classroom and to provide developmentally appropriate individualized instruction for all students.</p> <p>Objective 3: Candidates demonstrate awareness of diverse student learning environments and plan differentiated instruction by</p>	<p>Principle 3</p>	<p><i>Exit Survey</i></p> <p><i>Employer Satisfaction Survey</i></p>	<p><i>Exit Survey:</i> Most candidates (87%) indicated that differentiated instruction received <i>Strong Emphasis</i> through the education program.</p> <p><i>ESS:</i> Principles rated 94% of program</p>	

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>writing lesson plans and teaching in the student teaching experiences. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.</p>		<p>Education Department</p> <p>Practicum Evaluation Form: completed by cooperating teacher.</p> <p>Formative Evaluation of Pre-service Teacher: completed by cooperating teacher.</p> <p>Summative Evaluation of Pre-service Teacher: completed by cooperating teacher and college supervisor.</p> <p>Pre-service Teacher Evaluation Form: completed by school administrator.</p>	<p>graduates as <i>very good</i> or <i>excellent</i> in adapting instruction based on student progress and 80% as <i>very good</i> or <i>excellent</i> in differentiating instruction to meet students' needs.</p> <p>EDPEF: 100% of pre-service teachers received ratings of 2 (33%) or 3 (67%) on this objective.</p> <p>SEPT: 100% re-service teachers <i>met</i> (13%) or <i>exceeded</i> (87%) <i>criteria</i> (scores of 2 and 3) for this objective.</p> <p>PTEF: 100% of pre-service teachers received ratings of 2 (45%) or 3 (55%) from administrators for this objective.</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		<p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school administrator.</p>	<p><i>EDPEF:</i> 100% of pre-service teachers received ratings of 2 (3%) or 3 (97%) on this objective.</p> <p><i>SEPT:</i> Of those pre-service teachers observed, 100% received a rating of 3, <i>exceeding criteria</i> for this objective.</p> <p><i>PTEF:</i> 93% of pre-service teachers received ratings of 2 (27%) or 3 (66%) from administrators for this objective.</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>
<p>Learning Styles: Training pre-service teachers to recognize that students learn in many different but effective ways, and that instruction can be offered that incorporates more than one of the learning</p>	<p>Principles 2 & 3</p>			

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>modalities and/or styles.</p> <p>Objective 5: Candidates will use multiple ways of meeting students' needs in the classroom. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.</p>		<p><i>Exit Survey</i></p> <p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school</p>	<p><i>Exit Survey:</i> Recognition of students' varied learning styles continues to be strongly emphasized in all education courses, according to 87% of candidates.</p> <p>EDPEF: 100% of pre-service teachers received ratings of 2 (6%) or 3 (94%) on this objective.</p> <p><i>SEPT:</i> 100% of pre-service teachers received ratings of 2 (12.5%) or 3 (87.5%) on this objective.</p> <p><i>PTEF:</i> 93% of pre-service teachers received ratings of 2 (46.5%) or 3</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		administrator.	(46.5%) from administrators on this objective.	
<p>Student Assessment</p> <p>Providing pre-service teachers with the evaluative tools to assess students and to interpret data in order to make appropriate instructional decisions that result in the most effective instruction for each student.</p> <p>Objective 6: Candidates practice assessing student learning by employing numerous assessment strategies during the teaching of a lesson and make decisions based on the assessment outcomes. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating</p>	Principle 8	<i>Exit Survey</i>	<i>Exit Survey:</i> 64% of candidates indicating that this objective was <i>strongly emphasized</i> throughout the education program, while 32% indicated this objective was <i>evident, but not emphasized</i> .	The Commonwealth and VDOE have mandated the inclusion of assessment and instructional design into the social foundations course (INST 202, EDUC 324) and in the methods courses effective Fall 2008. Instructional design and assessment were introduced to candidates in the foundations courses beginning Fall 2007.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>scale of 1-3, candidates are expected to receive 2s and 3s.</p>		<p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school administrator.</p>	<p><i>EDPEF:</i> 100% of pre-service teachers received ratings of 2 (6%) or 3 (94%) on this objective.</p> <p><i>SEPT:</i> 100% of pre-service teachers observed received ratings of 3 on this objective.</p> <p><i>PTEF:</i> 100% of pre-service teachers received ratings of 2 (47.5%) or 3 (53.5%) from administrators on this objective.</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>
<p>Reflection Pre-service teachers will use inquiry and reflection to examine and evaluate teaching</p>	<p>Principles 6 & 9</p>			

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>effectiveness and accomplishments.</p> <p>Objective 7: Candidates demonstrate reflective teaching by analyzing lessons taught, determining what went well and why, as well as how else the lessons and learning activities could have been conducted.</p>		<p><i>Exit Survey</i></p> <p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school administrator.</p>	<p><i>Exit Survey:</i> Items to be added to Fall 2008 survey to gather data on this objective.</p> <p><i>EDPEF:</i> All pre-service teachers received a rating of 3 from cooperating teachers on this objective.</p> <p><i>SEPT:</i> 100% of pre-service teachers received ratings of 3 (<i>exceeds criteria</i>) on this objective.</p> <p><i>PTEF:</i> 100% of pre-service teachers received ratings of 2 (28%) or 3 (72%) from administrators on this objective.</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>

Goal 2: Early and Effective Field Experiences:

The Education Department strives to provide all pre-service teachers with early and effective field placements through practica and student-teaching experiences in more than one geographical area in Hampton Roads. Such placements prepare candidates for their roles as future teachers in urban, community, and rural schools. Candidates in all VWC education programs experience the full range of grades that can be taught within their selected program prior to graduation and certification.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Objective 1: Candidates receive supervision and mentoring during the early field experiences (practica).</p> <p>Objective 2: Candidates gain experience in teaching at two placements within their certification areas.</p> <p>Objective 3: Candidates receive two locations for student teaching to be prepared.</p> <p>Objective 4: Candidates earn letter grades for the two student teaching experiences.</p>	<p>Principle 7</p>	<p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school administrator.</p>	<p><i>EDPEF:</i> 100% of pre-service teachers were rated as <i>demonstrating readiness for student teaching</i> by cooperating teachers, receiving ratings of 2 (6%) or 3 (94%).</p> <p><i>SEPT:</i> All pre-service teachers received ratings of 2 or 3 across all objectives.</p> <p><i>PTEF:</i> On the average, 94% of pre-service teachers received ratings of 2 or 3 from administrators across all objectives.</p>	<p>Director of Teacher Education and Director of Field Experiences will review forms. Remediation assignments will be given to candidates not obtaining the required ratings.</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>These experiences will be observed and evaluated by college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.</p>			<p>Individual student feedback pertaining to pre-service teaching performance in practica and student teaching.</p> <p>Candidates earn a pass or fail for practica and a letter grade for each student teaching experience (first and second placements).</p>	

Goal 3: Instructional Technology:

The Education Department strives to teach all pre-service teachers to use computer hardware and current software to integrate instruction technology in their lesson planning in order to enhance teaching and learning in the classroom.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Objective 1: Candidates demonstrate the level of technological proficiency required to be certified in the Commonwealth of Virginia.</p> <p>Objective 2: Candidates learn computer competencies and</p>	<p>Principles 3, 4, & 6</p>	<p><i>Pre-assessment Survey of Skills</i></p>	<p>EDUC 303 has been dropped from the professional education course offerings. The EDUC prefix was changed to INST 303. An online version of INST 303 was developed and offered for the first time in spring of 2006. This is a college technology literacy required course for the Education Department.</p> <p>The <i>Pre-assessment Survey of Skills</i> is used in determining whether the student enrolls in the campus or online</p>	<p>Helps professor tailor the course to meet candidates' needs.</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>demonstrate computer technology skills in INST 303.</p> <p>An <i>Instructional Technology Competency Rubric</i> completed by the student will receive a P grade.</p>		<p><i>Instructional Technology Competency Rubric (ITCR):</i> will be completed and a Verification Form noting satisfactory or unsatisfactory rating will be given to each student.</p> <p><i>Exit Survey</i></p> <p><i>Employer Satisfaction Survey</i></p>	<p>course offering.</p> <p>All candidates have received a P on the <i>ITCR</i>. Verification Forms are placed in candidates' files.</p> <p><i>Exit Survey:</i> revealed that 65% of teacher candidates indicated the Instructional technology received <i>Strong Emphasis</i> throughout the education program.</p> <p><i>ESS:</i> Principals rated 78% of program graduates as excellent or very good at incorporating technology appropriately in the classroom.</p>	<p>Helps professor assign additional course work for remediation, if necessary.</p>

Goal 4: Professional Portfolio:

The development of the professional portfolio is a strong indicator of per-service teachers' knowledge and understanding of educational theory and practice that can be communicated to prospective employers of the program's graduates. Candidates develop their professional portfolio in the student teaching seminar with guidance from VWC faculty and educators from area schools. The portfolio also serves a reflective purpose because candidates select evidence from their course work and field experiences that best demonstrate their content area and technology expertise.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Objective 1: Candidates develop a personal professional portfolio.</p> <p>Objective 2: Candidates develop an employer mini-portfolio.</p> <p>Objective 3: Candidates reflect on the portfolio and it becomes a work in progress. The portfolio rubric is part of INST 303 and the integrated seminar courses. Candidates are expected to complete the portfolio with a P grade.</p>	Principle 1	<p>Rubrics for grading are provided in INST 303 and the integrated seminar.</p> <p><i>Exit Survey</i></p>	<p>The professional portfolio is a student-teaching seminar class assignment along with the development of a small mini-portfolio to take to interviews with school personnel and principals.</p> <p><i>Exit Survey:</i> 87% of candidates indicated that Portfolio Preparation is either <i>evident</i> or <i>strongly emphasized</i> throughout the education program.</p>	<p>Rubric is revisited and revised if portfolios are not clear.</p> <p>Employers' comments are also considered in this process.</p>

Goal 5: Graduate Follow-up:

The Education Department strives to maintain data on program completers at initial employment and after three and five years in the workplace. Data from our graduates are required by VDOE and further serve to assess program quality.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Objective 1: Program graduates will report data related to their employment and preparation for teaching.</p> <p>Objective 2: Employers, typically principals, will report data pertaining to program graduates teaching in their schools.</p>	Principle	<p><i>Graduate Follow-up Survey:</i> To be administered to program graduates at 1, 3, and 5 years after graduation from VWC.</p> <p><i>Employer Satisfaction Survey</i></p>	<p>Data is now collected through VITAL program at state level. Current assessments have not yet been posted.</p> <p><i>ESS:</i> Responses from employers indicated great satisfaction with VWC program graduates, as 85% were rated as <i>very good</i> or <i>excellent</i>—25% earned a maximum rating on the <i>ESS</i>. No graduate of the program received a rating below <i>average</i>.</p>	<p>Required data collection for Biennial Reports for VDOE</p> <p>Required data collection for Biennial Reports for VDOE</p>

6. Teaching awards or honors:
-Please provide explanation, if applicable
7. Sponsorship of undergraduate research and events beyond the classroom setting:
-Please provide explanation, if applicable
8. Based on your *student evaluations and classroom experiences this year*, how would you evaluate your achievements in relation to your intentions?
-Please provide explanation, if applicable

II. PROFESSIONAL VITALITY

(N.B. Explain/document the professional significance of any journal/venue where it would not be apparent to someone outside of your field)

1. Books authored or edited (*title/press/date*): -Please Select # of Books
-Please provide title, press, and date, if applicable
2. Scholarly work appearing in peer-reviewed journals (*with bibliographic citations*):
-Please Select # of Scholarly Works
-Please provide bibliographic citations as applicable
3. Other professional publications (*with bibliographic citations*):
 - a. popular and news publications -Select-
-Please provide bibliographic citations as applicable
 - b. book reviews -Select-
-Please provide bibliographic citations as applicable
 - c. encyclopedia articles -Select-
-Please provide bibliographic citations as applicable
 - d. web site contributions -Select-
-Please provide bibliographic citations as applicable
 - e. chapter or essay in a book -Select-
-Please provide bibliographic citations as applicable
 - f. other -Select-
-Please provide bibliographic citations as applicable
4. Professional performances/exhibitions (*title, organization, place, date*):
-Please provide details as appropriate-

5. Work forthcoming for publication/exhibition but not yet in print/shown (*title of journal or publisher and anticipated date of publication, or parallel information for the arts*):

-Please provide details as appropriate-

6. Conference papers presented (title, organization, place, date):

- a. International -Select-

-Please provide bibliographic citations as applicable

- b. National -Select-

-Please provide bibliographic citations as applicable

- c. Regional -Select-

-Please provide bibliographic citations as applicable

- d. Local -Select-

-Please provide bibliographic citations as applicable

7. Other lectures/talks/moderating/evaluative roles for professional audiences (*title, organization, place, date*):

-Please provide details as appropriate-

8. Grants applied for (*indicate if received*):

- a. External (*name, project, level of competition*) -Select-

-Please provide name, project, and competition level, as applicable

- b. Internal (*name, project*) -Select-

-Please provide name, project, and competition level, as applicable

9. Attendance at professional conferences or performances/exhibitions *not listed in #6* (*organization, location, date; role, if any*):

- a. Involving travel:

-Please provide details as appropriate-

- b. Local:

-Please provide details as appropriate-

10. Non-conference travel for scholarly or artistic research:

-Please provide details as appropriate-

11. Professional offices held (*note nature of activity*):

-Please provide details as appropriate-

12. Description of research or work in progress, including work that may be under consideration for publication or presentation:

-Please provide details as appropriate-

13. Professional licenses and memberships:

-Please provide details as appropriate-

14. Scholarly/professional awards and honors received:

-Please provide details as appropriate-

15. Other professional achievements you would like to highlight:

-Please provide details as appropriate-

16. Based on the goals you set for yourself last year, how would you evaluate your *professional achievements*:

-Please discuss as appropriate-

III. INSTITUTIONAL SERVICE

1. Advising:

a. Number of advisees -Select-

b. Advising workshops attended -Select-

-Please provide details as appropriate

c. Other advising achievements you would like to highlight:

-Please provide details as appropriate

2. Commission and other major committee appointments (*with indication of degree and kind of responsibility and time commitment*): -Please Select Number-

-Please provide details as appropriate-

3. Program/department administration (*with notable achievements*):

-Please provide details as appropriate-

4. Other internal activities serving departmental or institutional needs (*projects, orientation, VWC Days, H&S scholarship interviews, etc.*):

-Please provide details as appropriate-

5. Leadership of, and/or major contributions to, student organizations and events:

-Please provide details as appropriate-

6. Co-curricular or guest lectures and other in-house presentations:

-Please provide details as appropriate-

7. Teaching in collaborative programs (*e.g., FYS, Portfolio, Winter Session, ASP*) :

-Please provide details as appropriate-

8. External activities serving institutional or community interests (*e.g., speaking to lay audiences, contest judging, recruitment efforts, serving on community boards*):

-Please provide details as appropriate-

9. Leadership in service learning or other volunteer activities:

-Please provide details as appropriate-

10. How would you evaluate your *service achievements* in relation to your goals?

-Please provide details as appropriate-

IV. GOALS for the next twelve months (*in teaching, research, service or any combination*)

-Please provide details as appropriate-