

Board of Education Agenda Item

Item: E.

Date: October 28, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Christopher Newport University Accreditation by the Board of Education Approved Process

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

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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: November 18, 2010

Previous Review/Action:

No previous board review/action

Previous review/action
date: _____
action: _____

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia

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

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

- A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

- B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.
 2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
 3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.
- C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
- D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and
 2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.
- E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education....

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

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

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

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

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

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

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

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

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

NCATE:	<i>Accreditation After First Visit:</i> Provisional Accreditation <i>Continuing Accreditation:</i> Accreditation with Probation
TEAC:	Provisional Accreditation
BOE:	Accredited with Stipulations

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

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

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

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

Summary of Major Elements:

Christopher Newport University (CNU) requested accreditation through the Board of Education approved process. The following education programs offered at CNU have been approved by the Board:

- Computer Science (Graduate)
- Elementary Education PreK-6 (Graduate)
- English (Graduate)
- Foreign Language PreK-12 – French (Graduate)
- Foreign Language PreK-12 – Spanish (Graduate)
- History and Social Sciences (Graduate)
- Mathematics (Graduate)
- Music Education – Instrumental PreK-12 (Graduate)
- Music Education – Vocal/Choral PreK-12 (Graduate)
- Science – Biology (Graduate)
- Science – Physics (Graduate)
- Theatre Arts PreK-12 (Graduate)
- Visual Arts PreK-12 (Graduate)

An on-site visit to review the professional education program at CNU was conducted on March 28-31, 2010. Attached are the *Professional Education Program Review Team Report of Findings* and Christopher Newport University’s *Institutional Response to the Professional Education Program Review Team Report of Findings*.

The overall recommendation of the on-site review team was that the professional education program be “accredited.” The team made this recommendation based on the information available in the 2009 *Institutional Report*, and the evidence available during the March 28-31, 2010, site visit.

Below are the recommendations for each of the four standards:

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

The following weaknesses were noted in Standards 1, 3, and 4. Specific issues for each standard are identified in the *Report of Findings* (see Appendices) and must be addressed by the next accreditation review date.

...II. Findings for Each Standard

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...*

...Weaknesses:

- 1. There is a need to re-examine the field experience observation hours and connect these experiences more explicitly to all applicable coursework. While the field experiences and expectations are clearly delineated in some courses (SOC 314L and PSYC 521), the department should strive for the same consistency in all linked courses and in the required volunteer field experience requirement.*
- 2. Assessment and evaluation of teaching competencies of the candidates enrolled in the multiple field experiences, including practica, should be clearly documented and tracked. For example, there is a field experience log that requires candidates to record hours. This component could be used to track experiences across grade levels.*
- 3. Candidates and cooperating teachers expressed the need for expanding the variety of experiences that candidates have during field experiences both for the elementary, middle, and high school candidates.*
- 4. Candidates enrolled in the student teaching experience expressed that it would be helpful to have more lead time to prepare for the intern placement. They suggested that the handbook be provided prior to the winter break to provide a longer period of time for candidates to review the material. Furthermore, candidates expressed that they would benefit from additional time with the cooperating teachers prior to the placement to review the policies and procedures outlined in the Student Teaching Handbook.*
- 5. The CNU Teacher Preparation Council should review the practice of candidates taking additional courses during the student teaching experience...*

...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...*

Weakness:

Insufficient evidence was provided for the faculty demonstrating understanding of cultural differences and exceptionalities and their instructional implications. The Teacher Preparation Program (TPP) should ensure that the requirement for addressing multicultural experiences and students with exceptionalities be thoroughly addressed in course syllabi.

...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...

Weaknesses:

- 1. The Steering Committee of the Teacher Preparation Council should review the policy of denying Virginia Board of Education-approved substitute SAT or ACT scores for Praxis I assessment scores for graduates from other institutions applying to the MAT program.*
- 2. Consideration should be given to allocating resources to hire additional personnel for the purpose of supporting the field experiences for TPP candidates...*

On October 4, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education accept the recommendation of the on-site accreditation review team that the professional education program at Christopher Newport University 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*.

Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review 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 Christopher Newport University 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*.

Impact on Resources:

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

Timetable for Further Review/Action:

An on-site review of professional education programs will be conducted on a seven-year cycle. Specific weaknesses for each standard must be addressed by the next accreditation review date.

Appendices

- **Letter from President Paul S. Tribble, Jr., Christopher Newport University, in response to the Professional Education Program Review Team Report of Findings**
- **Professional Education Program Review Team Report of Findings**



RECEIVED
JUL 16 2010

June 16, 2010

Dr. JoAnne Y. Carver
Virginia Department of Education
Division of Teacher Education
P.O. Box 2120
Richmond, VA 23218-2120

Dear Dr. Carver:

We have received the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Christopher Newport University's Teacher Preparation Program conducted on March 28-31.

We concur with the findings of the report and are pleased by the fact that we have met all four program standards. Please rest assured that we will address each of the eight weaknesses that were identified.

We would like to extend our appreciation for the professionalism and courtesy exhibited by each of the visiting team members. They were extremely diligent and helpful in their thoughtful review of the program. Also, we would like to thank you for your ongoing support of our efforts in making this an excellent teacher preparation program.

Sincerely, .

A handwritten signature in black ink that reads 'Paul Tribble'.

Paul Tribble

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P. O. BOX 2120
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FORM FOR PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Christopher Newport University
Newport News, Virginia
March 28-31, 2010

Members of the Review Team:

Dr. H. Jurgen Combs
Dr. Jewell Askins
Dr. Glenn Koonce
Dr. Peggy Schimmoeller
Dr. Diane J. Simon

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Christopher Newport University

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

Description of the Institution

Christopher Newport University (CNU), located in Newport News, Virginia, was established by the Virginia General Assembly in 1960 as a two-year branch of The College of William and Mary. CNU became a four-year institution in 1971 and in 1977 became independent of The College of William and Mary. CNU has a 236 person faculty in the College of Arts and Humanities, the College of Natural and Behavioral Sciences, and the College of Social Sciences. Both graduate and undergraduate programs are offered.

During the 2009-2010 academic year, CNU had an enrollment of approximately 4,800 students. Minority enrollment averaged between 11 percent and 17 percent according to self-reporting information. The total minority enrollment in the Master of Arts in Teaching (MAT)/Teacher Preparation Program (TPP) averaged between 5.8 percent in the 2009 cohort and 10.8 percent in the 2010 cohort.

The mission of Christopher Newport University is “to provide educational and cultural opportunities that benefit CNU students, the residents of the Commonwealth of Virginia and the nation.” “The mission of the CNU MAT [Master of Arts in Teaching] Teacher Preparation Program (TPP) is to prepare highly qualified teachers who are licensed to teach in the Commonwealth of Virginia and in reciprocal states throughout the United States.”

For several years, CNU served largely a nontraditional, part-time, and commuting student body. By the mid 1980s, the population of nontraditional students began to decline. Since there was an almost 30 percent decline in the number of commuting students attending CNU, the acceptance rate rose dramatically. In 1996, CNU was transformed into a university of choice, offering the “small college experience” to Virginia students. Scholastic Aptitude Test (SAT) scores of incoming freshmen rose dramatically and CNU undertook an ambitious building program.

In 2002, the existing education program was terminated to help address financial difficulties created by severe budget cuts. The Newport News Public Schools (NNPS) “... passed a resolution requesting that CNU continue offering teacher licensure programs to serve a high local need for teachers.” A CNU faculty committee and Newport News school officials created a plan for a licensure program to be implemented at the graduate level. The proposed program would allow candidates to complete the teacher licensure requirements in a five-year program, concluding with licensure and a master’s degree.

The Virginia Department of Education (VDOE) approved the program as a two-year pilot on August 6, 2003. This pilot program was reviewed by a team from the VDOE in the spring 2005, and the program was fully approved. The partnership between CNU and Newport News Public Schools makes the program unique in the Commonwealth.

The program is administered through a Teacher Preparation Council (TPC) composed of 12 faculty members teaching in 11 departments, two representatives from the Newport News Public School division, three representatives of CNU student education organizations, and an administrative

professional who oversees the field experiences. A Steering Committee from the TPC meets monthly. A member of the English Department serves as the program director.

CNU offers a five-year bachelor's to master's degree program for candidates seeking teacher licensure. Candidates interested in education can earn a master's degree in one of the graduate disciplines by completing one additional year of study beyond the traditional four years of the undergraduate program. All education programs are offered on the main campus in Newport News; select laboratory courses are offered on various NNPS campuses. Currently, no courses are offered via distance education.

The education program at CNU is an interdisciplinary model in which the courses are taught in the various academic departments. Several faculty members in these departments have teaching credentials and experience in schools. Public school personnel teach several courses.

The five-year programs consist of 120 credit hours taken at the undergraduate level which includes a major in a liberal arts or science program. Thirty-six graduate hours are required; six of these hours may be taken during the senior year as part of the 120 hours of the undergraduate degree. The graduate degree is a Master of Arts in Teaching. The various tracks lead to eligibility for licensure in the following teaching endorsement areas:

- Computer Science
- Elementary Education PreK-6
- English
- Foreign Languages PreK-12: French and Spanish
- History and Social Sciences
- Mathematics
- Music Education: Instrumental PreK-12 and Vocal/Choral PreK-12
- Science: Biology and Physics
- Theater Arts PreK-12 (to be discontinued in 2014)
- Visual Arts PreK-12

Note: At the time of the on-site visit, English as a Second Language PreK-12 and Science-Chemistry had been recommended for approval to the Virginia Board of Education by the Advisory Board on Teacher Education and Licensure. The Board approved both endorsement areas on April 22, 2010.

The number of candidates enrolled in the MAT program has increased from 19 in 2005 to 91 in 2010. The quality of the candidates in the education program has improved based on test scores and assessments from cooperating teachers. In 2008 the average Virginia Communication and Literacy Assessment (VCLA) score was 69.6 points above the state average while by 2010 the average score was 85.1 points above the state average. The average entry level Grade Point Average (GPA) has risen to between 3.2 and 3.4. The average Praxis I assessment score has increased from 540 in 2006 to 543 in 2010. The average Virginia Reading Assessment (VRA) score has increased from 262 in academic year 2006 to 271 in academic year 2010, well above the state passing score. During the past three years, the average VCLA score has increased from 539 to 555, again well above the state passing score.

The following revisions have been made in the Teacher Preparation Program since its inception.

- Reviews of course evaluations and cooperating teacher assessments indicated that the technology course was not meeting the needs of the candidates. Beginning in 2009, the course was revised. Preliminary indications are that candidates now are more adept at using technology.
- An assessment of the student teaching experience suggested a change in the start date of the experience would be beneficial. Candidates begin their experience in early September and spend four to five days with the cooperating teacher. This time is spent preparing for the school year and working with the K-12 students for four to five days. The candidates return to their CNU classes, engage in fall practica related to coursework, complete their 120 credit-hour requirement, and begin their student teaching experience during the following January term.
- Effective in 2010, NNPS will pay the University supervisor of student teachers a stipend to mentor their former student teachers who have been hired by NNPS.
- Praxis II passing scores are required before entering student teaching.

In January 2010, the Education Program at CNU moved into the new McMurrin Hall. This move further reinforced the interdisciplinary nature of the TPP and provided the needed space to the department. Offices for adjunct faculty are readily available in the new building.

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.

The *2009-2010 Policy Manual for the Teacher Preparation Program* includes a mission statement, conceptual framework and goals. The document is based on scientifically-based research including Darling-Hammond (1998), Shulman (1987), and the *Education Commission of the State on Teacher Preparation: What Does the Research Say* (2003). The Teacher Preparation Program mission may be accessed online under the “Teacher” link listed under academic majors. The Teacher Preparation Program mission, “*the development of new, liberally educated teachers who are well prepared to teach in both content and pedagogy*” is aligned with the University’s mission, “*committed to providing a liberal arts education that stimulates intellectual inquiry.*” The mission statement also is included in the 2009-2010 *Graduate Catalog* under Master of Arts in Teaching (page 41). The conceptual framework centers on the concept of “Theory into Effective Practice.” Evidence of this framework was found in the *Policy Manual* for the TPP, and in the *MAT Student Handbook: a Guidebook to Becoming a Teacher through the Teacher Preparation Program at Christopher Newport University*.

The conceptual framework incorporates the program philosophy, purposes, and goals. During a student poster presentation held prior to the on-site review team dinner, Sunday, March 28, 2010,

nine MAT candidates presented work samples to members of the team that demonstrated how the conceptual framework is integrated into the student teaching experience. Candidates shared how they incorporated a variety of instructional models during their teaching (i.e., interactive notebooks, use of mathematics models, project-based learning, integration of writing and reading in content areas, etc.). Candidates were able to explain the pedagogy supporting the project as well as demonstrate knowledge of the content they were teaching. The poster session allowed candidates to demonstrate that they are able to analyze and evaluate student learning. In addition, best teaching practices were evident in the student work samples presented. Candidates were able to discuss their projects and reflect on the teaching, learning, and assessment process.

Specific knowledge and skills that are necessary for competence at the entry level for beginning teachers are incorporated throughout the CNU program design. The following knowledge and skills are listed in the *Teacher Preparation Policy Manual*:

- Theoretical Grounding
- Variety of Instructional Strategies
- Teaching Reading and Writing
- Educational Technology
- Classroom Management
- Evaluation of Learning
- Content Knowledge
- Planning and Preparation of Instruction
- Ability to Create a Nurturing Environment
- Delivery and Assessment of Instruction
- Professional Behaviors

The CNU program emphasis on *theory-demonstration-practice-feedback* is based on these acquisition principles (i.e., presentation of theory, demonstration of the new strategy, initial practices in a non-classroom setting, and prompt feedback about effort). The Elementary Education PreK-6 course plan includes the reading course: PSYC 521: Reading Acquisition and Development. In addition to this course, ENGL 521: Teaching Composition and ENGL 532: Language Varieties in American Schools, listed in the Virginia Department of Education 2007 Program Status Matrix for Elementary Education PreK-6, address reading and language acquisition competencies.

The CNU Teacher Preparation Program design reflects current research, best educational practice and the *Virginia Standards of Learning (SOL)*. This design also was reflected in the *Teacher Preparation Policy Manual* provided by CNU.

The Teacher Preparation Council ensures that relevant courses are aligned with the *Virginia Standards of Learning*. The following are the goals of the Teacher Preparation Program:

1. Planning and preparing for instruction based on knowledge of content, resources and students;
2. Creating a safe, orderly and nurturing environment that creates high expectations for all while recognizing and respecting diversity;
3. Delivering and assessing instruction to meet state-mandated and district objectives, adjusting methods as needed to engage and teach every child; and

4. Demonstrating professional responsibilities of dress, collegial behaviors, engagement with families, administrative duties, and self-directed growth.

An overview of course requirements was provided to the on-site review team through a PowerPoint presentation as well as in the *Graduate Handbook*. A summary of courses was provided and is outlined in the following chart:

Program Design	
<p>PREREQUISITE COURSEWORK: Sociology 314: <i>Education, Culture, and Society</i> Psychology 307: <i>Human Growth and Behavior</i> Psychology 312: <i>Educational Psychology</i></p>	
CONTENT-AREA COURSEWORK:	PEDAGOGICAL COURSEWORK:
<ul style="list-style-type: none"> ▪ 12 hours of graduate coursework in content area (varies by discipline) ▪ Undergraduate licensure courses 	<ul style="list-style-type: none"> ▪ Teaching 516: <i>Curriculum and Instruction</i> ▪ Teaching 543: <i>Classroom Management</i> ▪ Psychology 535: <i>The Exceptional Learner</i> ▪ Psychology 521: <i>Reading Acquisition</i> ▪ English 521: <i>Teaching Composition</i> ▪ English 522: <i>Reading and Writing in the Content Areas</i> ▪ Comp. Sci. 580: <i>Technology for Teachers</i> ▪ Sociology 501: <i>Multiculturalism, Diversity, and Education</i> ▪ Teaching 510: <i>Internship</i>

The goals of the Teacher Preparation Program have been clearly articulated in the *Teacher Preparation Handbook*, the *Student Teaching Handbook*, and in the *Graduate Catalog*.

The CNU faculty members integrate best practice research and literature as a basis for program design and as resources for use in courses. For example, Marzano’s *Classroom Instruction that Works* and Bartell’s *Action Research: Cases of Effective Teaching* are referenced in the *Policy Manual* as supporting literature. Furthermore, a variety of research-based texts are used in the MAT courses including the following samples:

- *Making the Journey: Being and Becoming a Teacher of English Language Arts* (Christenbury)
- *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers* (Peregoy)
- *The Pleasure of Children’s Literature* (Perry)
- *Teaching Writing in Middle and Secondary Schools: Theory, Research, and Practice* (Soven)
- *Teaching Geography* (Gersmehl)
- *Psychology Applied to Teaching* (Snowman)

Additional evidence of the infusion of the SOL into the MAT curriculum was demonstrated during a class visit to Lauren Fowler’s Choral Literature course (MUSC 520). Dr. Fowler asked candidates to identify which SOL would apply to the contemporary choral trends presentation they were discussing

as a class. In addition, she prompted the candidates to think of applicable objectives and activities they might incorporate into a middle school or high school chorus lesson plan.

Program descriptions were found in the *2009-2010 Graduate Catalog*. Course plans for Biology, Computer Science, Elementary, English, Foreign Language: French, Foreign Language: Spanish, History and Social Sciences, Mathematics, Music-Vocal/Choral, Music-Instrumental, Physics, Theater Arts, and Visual Arts are included in the catalog. The course catalog outlines a 36 credit-hour graduate program that incorporates, content, pedagogy, and field-based experience in surrounding public schools. The majority of the field experiences are facilitated with the Newport News Public Schools.

Knowledge-based

The CNU Teacher Preparation Program's framework in licensure categories is knowledge-based as evidenced by the content area requirements for each teaching endorsement area as well as the theoretical base that is infused into many of the courses. Course plans are provided for each of the endorsement areas, and the education (endorsement programs) have been approved by the Virginia Board of Education.

Evidenced-based

The CNU Teacher Preparation Program framework was adopted through the Teacher Preparation Council, the Teacher Preparation Program, and through administrators from Newport News Public Schools. Council members include 18 voting members and three ex officio members. There are representatives from Arts and Sciences in each area that applies to the Teacher Preparation Program (i.e., biology, history and social sciences, music), school principals, CNU student representatives from each of the on-campus pre-professional groups (Student Virginia Education Association [SVEA], Student Virginia Association of Teachers of English [SVATE], and MENC: The National Association for Music Education) as well as ex officio representatives from the CNU administration. Minutes of the 2005 through 2010 TPC were made available to the on-site review team and included discussions and decisions made by council members regarding the program framework. In addition to the council meeting minutes, the Teacher Preparation Program Plan for growth and the MAT program goals were included in the notebook. Goals included annual ongoing goals, specific goals and long-term goals through 2010. Documented evidences detailed the process used by the TPC to review program goals. Moreover, supporting evidence outlined how evaluation results were used by the council members as they reviewed and recommended programmatic changes. For example, based on PRAXIS II assessment results, new MAT courses for social studies teachers were developed (i.e., GEOG 570: World Geography for Teachers, GOVT 570: Teaching and Learning Social Studies, and ECON 595: Economics for Teachers).

The CNU teacher preparation framework has been collaboratively developed with various stakeholders as evidenced by the recorded minutes from the TPC meeting. The minutes reflect active and consistent participation by council members. Over the past three years an average of 14 out of 18 Teacher Preparation Council members regularly attended meetings. The TPC Steering Committee is a subcommittee of the Teacher Preparation Council. This subcommittee meets more frequently, approximately monthly, with an average six of the seven Steering Committee members present at each meeting. The Steering Committee is charged with recommending changes for consideration and

approval by the full TPC. In addition, the Steering Committee reviews all program application files and is responsible for making recommendations on students who are offered acceptance into the MAT program.

The TPC, the voting body, is charged with the creation and maintenance of all programs within the Teacher Preparation Program and meets regularly to review and discuss program issues. The professional education program has developed an integrated five-year, leading to licensure program, leading to the MAT. Transfer students who satisfy CNU program entry requirements may enroll in a one-year MAT program.

Further evidence for this area is found in the *CNU Approved Program Notebook* and in the *Teacher Preparation Council Minutes Notebook*. As evidenced in the *Approved Program Notebook* all education (endorsement) programs offered have been approved by the Virginia Board of Education.

The Teacher Preparation Program faculty members evaluate the program, the courses, and the field activities required of teacher candidates. Field experience end-of-course evaluations are given for all field placements. Summary data of these evaluations are provided in the 2005-2009 *Field Experience Evaluation Notebook*. Descriptive data (percentages for each scale) as well as qualitative data in the form of student responses to open-ended questions are provided for all lab courses. A five point Likert scale is used on the course evaluations. Ten statements are provided and candidates are asked to rate their response on each question: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. On the 2009 survey, a majority of the candidates enrolled in the pre-graduate studies professional course strongly agreed or agreed with each of the nine statements on the evaluation form (i.e., the purpose and focus of the field experience were clearly understood by me). However, more candidates reported that they did not agree that they were able to participate in tutoring or assisting in the way that they had expected (50 percent reported this below the “strongly agree” response option). Several candidates did report that during the SOC 314 course they experienced some difficulty in being assigned to classes to complete their field experience. This was the case with the PSYC 312 field placement course as well.

The 2009 student teacher cohort reported overall satisfaction with the fall field placement process; however, they did express the need for more advance notice regarding their tutoring assignments. The 2010 student teacher cohort reported during a focus group session at the high school that they would have benefited from more time to prepare for the intern teaching requirements; however, candidates in the elementary cohort did not express any concern with the process. Both groups reported that the number of clock hours, especially the 120 clock hours required, were not as beneficial as they had expected. The candidates indicated they were given a lot of “busy work” to complete during the early practicum experiences. The elementary candidates did feel that this experience was closer to the role expected of a parent volunteer rather than an experience that allowed them to become acquainted with the roles and responsibilities of a classroom teacher.

Evidence for this area was found in the *MAT Evaluation Notebook* and in the *Teacher Preparation Annual Reports*. Candidates are assessed in all courses.

The following list of knowledge, skills, and dispositions matches the competency with the method of assessment used to verify candidates' attainment in these areas:

- Theoretical Grounding: Virginia Reading Assessment,
- Variety of Instructional Strategies: Student Teaching Midterm and Final Evaluations,
- Teaching Reading and Writing: Virginia Reading Assessment,
- Educational Technology: Grade in Technology Capstone Course,
- Classroom Management: Student Teaching Midterm and Final Evaluations,
- Evaluation of Learning: Student Teaching Midterm and Final Evaluations,
- Content Knowledge: Virginia Communication and Literacy Assessment, Praxis I and II, Course Grades,
- Planning and Preparation of Instruction: Student Teaching Midterm and Final Evaluations,
- Ability to Create a Nurturing Environment: Student Teaching Midterm and Final Evaluations,
- Delivery and Assessment of Instruction: Student Teaching Midterm and Final Evaluations, and
- Professional Behaviors: Student Teaching Midterm and Final Evaluations.

These areas were gleaned from the program framework as noted above and are evaluated using various methods including standardized testing, course grades, observational records and field experience rating scales.

During the student teaching semester classroom teachers, university supervisors, and school administrators provide ratings of candidate effectiveness in knowledge, skills, and dispositions. These ratings are summarized in a report prepared by the Director of Field Experiences and are reviewed by the Teacher Preparation Council at its May or August meeting each year to determine any areas of weakness that may need to be addressed. CNU teacher candidates are expected to have a strong background in the major as indicated by the 3.0 GPA required for content area courses.

Interviews were conducted at local elementary, middle, and secondary level schools in which the CNU candidates were placed for student teaching. Student teachers and their cooperating teachers at the secondary level commented that the classroom management strategies taught during the coursework was heavily geared toward the elementary level student. They expressed the need to include different strategies that are appropriate for the differing developmental levels of the candidates. Furthermore, six cooperating teachers stated that the student teachers would sometimes need to miss events or meetings at school because they needed to return to campus for class. This was perceived as interfering with the learning process during field experience work.

Evidence for this competency was found in the *Annual Reports*, the *Teacher Preparation Council Notebook*, and the *MAT Evaluation Notebook*. Additional evidence that CNU candidates have achieved the knowledge, skills, and dispositions identified in the program design framework was provided in the analysis of the *Employer Surveys of First-Year Teachers* (found in the *Program Evaluation/Annual Report Notebook*). The employer survey for the 2008 cohort asked employers how well they thought the CNU Teacher Preparation Program prepared their newly hired CNU trained teachers for their first year of teaching. Thirty-nine responses to this question were received with 82.1 percent responding "very much" and 17.9 percent responding "somewhat." Each employer was asked to rate the CNU first-year teachers on 13 competency areas ranging from knowledge of subject

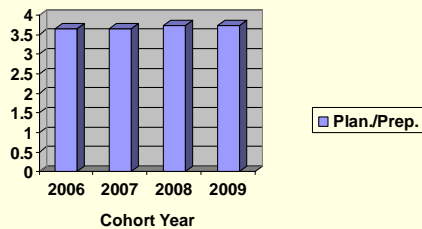
matter to professional dress and behaviors. In all 13 areas employers rated the first-year teachers as excellent or good more than 80 percent of the time. On a 4 point scale no area received a rating below an average rating of 3.23. The following areas were rated “fair” 15 percent (or higher, never exceeding 20.5 percent) of the time:

- Knowledge of subject area,
- Ability to effectively teach students who perform at different levels,
- Ability to effectively teach students with exceptionalities and disabilities, and
- Ability to deal with discipline problems.

Teaching skills are assessed during the teaching internship by cooperating teachers and university supervisors. The four areas of program skill assessment include Planning and Preparation, Classroom Environment, Instruction and Assessment, and Professionalism. The program expectation is that candidates will perform competently in each area by the end of the student teaching experience. Assessment of Teaching Skills: Planning and Preparation and Classroom Environment was summarized in the PowerPoint presentation and indicated that candidates demonstrated proficiency in this domain. In both domains candidates demonstrated at or above competent level over four years.

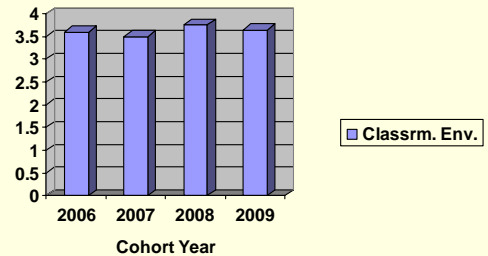
Assessment of Teaching Skills

Domain I: Planning and Preparation



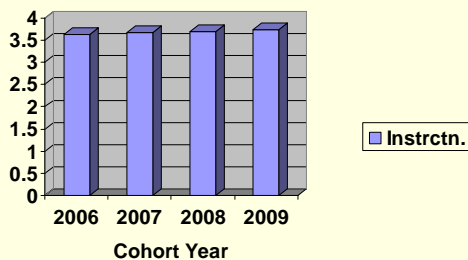
4= Proficient 3= Competent 2= Emerging 0= Unsatisfactory

Domain II: Classroom Environment



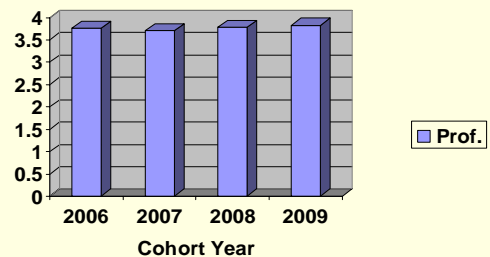
4= Proficient 3= Competent 2= Emerging 0= Unsatisfactory

Domain III: Instruction



4= Proficient 3= Competent 2= Emerging 0= Unsatisfactory

Domain IV: Professionalism



4= Proficient 3= Competent 2= Emerging 0= Unsatisfactory

Professionalism reflected the strongest area for the reported cohorts followed by Instruction, Planning and Classroom Environment respectively. During the 2009 academic session a comparison between the evaluation of student teachers by supervisors and by cooperating teachers was conducted (found in Program Evaluation under Quick Summary Evaluation tab). The average for each of the domains was above 3.5 and the cooperating teachers and the college supervisors scored the candidates in a similar manner. The 2009 cohort included 69 candidates.

In addition to the data provided during the PowerPoint presentation, a five-year summary report on the Teacher Preparation Program was provided in the *Program Evaluation and Annual Reports* notebook. Five cohorts were examined, and it was reported that from 2006 through 2010 the entering GPA average was above 3.0. Detailed evidence that addresses the Praxis I, Praxis II, Virginia Communication and Literacy Assessment and the Virginia Reading Assessment scores was provided; this evidence verifies that candidates meet and often exceed the Virginia required passing scores.

The 2009-2010 *Field Experience Handbook* provides evidence that the professional education program has 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.

The CNU program has designed a three-tiered field experience format. The work that the CNU candidates complete in school classrooms prior to student teaching is referred to pre-teaching field experiences and includes the first two tiers of the design. Tier I includes entry level observation and skills practice. Tier II includes independent work in Newport News Public Schools as well as the opportunity for candidates to log up to 70 clock hours in schools outside of the partnership schools. On page one of the *Field Experience Handbook*, it is reported that candidates will log over 200 clock hours of observation, assisting, and teaching time prior to student teaching and more than 625 to 647 total clock hours once candidates have successfully completed the student teaching experience.

According to a PowerPoint presentation and detailed in the *Graduate Handbook* and online at the CNU Web site, the following experiences are expected when students work in schools:

1. Entry level observation and tutorial activities, tied to prerequisite classes,
2. Skills practice, tied to program courses,
3. Paid or volunteer work in partner schools, and
4. Internship (student teaching) at the conclusion of the program.

Three field experiences are built into the program prior to the professional year in the MAT program. Candidates begin field work on Tier I with a required 30 clock hours of classroom observation to include a follow-up reflection. Other field experiences are linked to program classes, involving observation, tutoring, and assistance. Tier II requires 120 clock hours, at least 50 of which must be completed with Newport News Public Schools. The final field experience at Tier III is the student teaching internship and requires 13 weeks/455+ hours of full-time student teaching (2009 *Field Experience Handbook*).

Interviews with the associate director for field experiences, the college supervisors, and the supervisors of the undergraduate field placements revealed that the design of the field experiences is based on best teaching practices and on K-12 student needs. A description of field experiences was

found in the *Field Experience Handbook* and on the Teacher Preparation Program Web site, (<http://teacherprep.cnu.edu/fieldexp.html>).

As discussed with many current student teachers, the phasing in of the student teaching experience was not as smooth as the candidates would have desired. Candidates interviewed stated that they felt rushed regarding thoroughly understanding all of the roles and responsibilities that they would experience during the student teaching experience.

Faculty assigned to the CNU Teacher Preparation Program reported that the field experiences required of candidates have a developmental progression and are tied directly to the skills that candidates are expected to acquire. The first field experience in the program is offered through SOC 314L: Education, Culture, and Society. Three faculty members who teach this laboratory session met with on-site review team members to share course goals and to discuss the benefits of this experience for CNU teacher candidates. The laboratory class meets weekly and is a co-requisite to SOC 314 and is a laboratory experience that invites candidates to examine the politics, structure, and culture of education. Candidates learn about varying aspects of education, including the interplay between education and micro-level interactions of peer groups, teachers, family, and community. The course also allows candidates to examine the influence that macro-level structures have on education, such as the role government, social policy, and inequality plays on school systems. The faculty who teach this course reported that the candidates demonstrate growth in understanding the roles and responsibilities of today's teachers in diverse classrooms. This initial field experience exposes candidates to a variety of individuals who work in schools including principals, guidance counselors, custodians, food service staff, teachers, and coaches at different levels.

The CNU teacher candidates have field experiences including a 13-week student teaching experience that provide hours beyond the required 300 clock hours. The student teaching placement includes at least 150 clock hours of directed teaching activities at the appropriate level of endorsement. Evidence of this competency is detailed in the 2009-2010 *Student Teaching Handbook* and outlines the student teaching internship requirements and expectations. "In order to satisfy Virginia approved program requirements candidates must complete an appropriate student teaching program for a total of 15 weeks (13 involving direct instruction). Candidates seeking an elementary education endorsement (PreK6) will engage in 13 weeks of full-time student teaching in one grade level. Candidates seeking a middle/secondary endorsement (grades 6-12) will complete 13 weeks of full-time student teaching in one endorsement area, which may include several different courses within that area. Candidates seeking PreK-12 endorsements (art, music, theater, foreign language) will engage in six weeks of full-time instruction at either the elementary or middle/secondary level, as well as seven weeks at whichever level was not previously done or will engage in different grade levels in a proportional amount or time as determined by the Director of Student Teaching."

Field experiences and student teaching are designed to allow candidates to develop and apply knowledge and skill gained in the content and pedagogy courses. Evidence for this competency is located in the *Field Experience Handbook* revised September 2009.

Supervisors of the Tier I field experience that is linked to the SOC 314 course were interviewed. They shared that this first experience in schools allowed candidates who were considering a career in education exposure to a variety of roles and responsibilities as a member of an educational team including, but not limited to, teachers, principals, counselors, parents, resource officers, therapists,

and school board members. This laboratory course allows candidates to observe teachers and students at various grade levels.

When candidates move to Tier II of the field experiences, they begin to develop and to apply the new knowledge and skills gained in their campus courses. ENGL 511 facilitates the skills and techniques used by Teachers of English for Speakers of Other Languages (TESOL); ENGL 522: Reading and Writing in Content Areas requires a 12-hour field experience that is focused on the skills and strategies for teaching reading and writing through the content areas, with emphasis on reading comprehension, vocabulary development, study skills and expository writing. MATH 570 includes a 12-hour practicum that focuses on the methodology necessary for teaching school mathematics. Candidates are exposed to creative instructional approaches that are meaningful and mathematically correct and which instill enthusiasm and satisfaction in learning and using mathematics. This course has separate sections for elementary and middle and secondary levels. PSYC 521 requires an 18-hour field experience in which candidates apply current reading research to instructional practice. TCHG 516 requires 12 hours of field experience where special attention is paid to effective instructional planning as well as microteaching simulations. TCHG 510 is the full-time 13-week clinical teaching experience in the public schools.

Evaluation of candidate performance in field experiences is documented using multiple assessments. Teacher candidates are evaluated in all practicum placements as part of the reflective process. During the student teaching placement, cooperating teachers complete the *Student Teacher Administrative Evaluation* that asks for feedback on the following: evidence of planning and preparation, observations regarding the classroom environment, evidence of instructional effectiveness, and management of professional responsibilities. In addition to this form the *Student Teacher Observation Form* (adapted from the New Teacher Center at the University of California, Santa Cruz, and the University of Virginia Curry School of Education) is used more frequently as a formative assessment. Summative evaluations of student teachers include the *Student Teacher Midterm Evaluation* and the *Student Teacher Final Evaluation*. When a student is meeting with challenges in the classroom a *Plan of Action for Improvement* form is used to design a plan of action “to assist the student teacher in achieving a satisfactory assessment and to improve his/her potential to be a successful classroom teacher.”

Other forms of assessment include the *Student Teaching Reflection Journals*, the self-evaluation which includes a videotape analysis and the teacher work sample. The teacher work sample is a newer addition to the CNU Teacher Preparation Program which requires candidates to develop an instructional strategy, implement and assess the effectiveness of the strategy, and report the findings to peers and faculty.

The integrated approach established by CNU in its teacher education program establishes a basis of collaboration, and there are indications from interviews and materials reviewed that instructors in a variety of courses observe candidates in their field placements. The partnership ... “will benefit both ... by promoting fulfillment of their missions and will both promote the public good and enhance opportunities for individuals seeking teaching careers by establishing a program to promote excellence in teaching and to ensure professional competence while maximizing the utilization of community resources.”

University faculty and cooperating teachers jointly assess the progress of student teachers at the mid-point and end of the internship. University supervisors visit student teaching interns an average of once a week. Cooperating teachers report that their input is valued and that the clinical faculty work closely with student teaching interns to provide the guidance needed. In some cases, classes are taught on public school sites.

The nature of CNU's education program makes the partnership with the Newport News Public Schools a crucial component. The agreement, originally signed on May 21, 2003, provides the rationale for the cooperative agreement for laboratory and/or field research and student teaching placements between CNU and NNPS. The agreement outlines the responsibilities of each party in terms of placement, eligibility for placement, evaluation of candidates, and insurance liability, among other items. NNPS agreed to provide one or two school employees to serve on the Teacher Preparation Council, which is responsible for the overall direction of the program, including evaluation of courses. The agreement specifically states that "The School Division shall participate with personnel designated by the University to establish the design, content and evaluation criteria for field experiences."

Review of Team Findings Based on Evidence Presented:

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

MET

Weaknesses:

1. There is a need to re-examine the field experience observation hours and connect these experiences more explicitly to all applicable coursework. While the field experiences and expectations are clearly delineated in some courses (SOC 314L and PSYC 521), the department should strive for the same consistency in all linked courses and in the required volunteer field experience requirement.
2. Assessment and evaluation of teaching competencies of the candidates enrolled in the multiple field experiences, including practica, should be clearly documented and tracked. For example, there is a field experience log that requires candidates to record hours. This component could be used to track experiences across grade levels.
3. Candidates and cooperating teachers expressed the need for expanding the variety of experiences that candidates have during field experiences both for the elementary, middle, and high school candidates.
4. Candidates enrolled in the student teaching experience expressed that it would be helpful to have more lead time to prepare for the intern placement. They suggested that the handbook be provided prior to the winter break to provide a longer period of time for candidates to review the material. Furthermore, candidates expressed that they would benefit from additional time with the cooperating teachers prior to the placement to review the policies and procedures outlined in the *Student Teaching Handbook*.
5. The CNU Teacher Preparation Council should review the practice of candidates taking additional courses during the student teaching experience.

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.

General Education Courses, Experiences and Competencies

The CNU professional education program ensures that candidates 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. All candidates in the Teacher Preparation Program must complete an academic degree in the arts and sciences, or an equivalent. CNU candidates in the Elementary Education PreK-6 program choose from appropriate liberal arts or science disciplines; secondary and PreK-12 candidates major in the content they wish to

teach. A transcript review to confirm completion of a bachelor's degree or the equivalent is required of candidates who transfer to CNU from other universities.

CNU candidates enrolled in the five-year program and candidates entering the program after completion of their degree, complete general education requirements through the University's Liberal Learning Core requirements. CNU seeks to build candidates into well-informed, productive members of society through a comprehensive liberal arts education. The vision of CNU espouses the principles of liberal learning and dedication to the ideals of scholarship, leadership, and service (<http://vision2010.cnu.edu>).

In 2006, CNU revised its general education core which currently requires the following for completion of the Liberal Learning Core: a first year seminar; two courses in communication literacy; one course demonstrating second language literacy; two courses in mathematics literacy; one course in western traditions; one course in global and multicultural perspectives; two courses (plus a lab) in investigating the natural world; one course in identity, institutions, and society; one course in creative expressions; and one course in informal and formal reasoning. The Liberal Learning Core is supplemented by a required Liberal Learning Emphasis, six additional hours in one of the core areas. It is clear that there is a focus on liberal learning in the general education core at CNU.

The University's Office of Assessment supports annual assessment of the Liberal Learning Core by reviewing department goals and related measures and outcome data by department and programs across the University. Documentation of the general education requirements and course descriptions are found in the *Undergraduate Catalog*. The general education curriculum is described in detail in *The Liberal Learning Cores: A Proposal of the Task Force on Curriculum and Academic Life* located in the *MAT Documents Notebook*.

In addition to the general education core, all Teacher Preparation Program candidates must hold a degree in the liberal arts and sciences (or the equivalent) as evidenced by advising sheets. A transcript audit is completed for candidates who hold degrees from other universities. The admissions committee ensures that candidates have the requisite general education background and a major course of studies to ground them in the content knowledge they plan to teach. Candidates are advised of course deficiencies as outlined on curriculum sheets and are expected to fulfill these deficiencies to advance in the program. Advising sheets are available in the *Teacher Preparation Program Policy Manual* and on the University Web site (http://teacher_prep.cnu.edu).

Candidates demonstrate that they have a full command of the English language, use Standard English grammar, have rich speaking and writing vocabularies, are knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas. Candidates must successfully complete English 123: Written Communication Literacy and ULLC 223: Written Communication Literacy as part of their Liberal Learning Core requirement. Both courses require extensive reading and writing. Candidates also must complete Communications 201: Public Speaking or Theater 230: Practical Acting as prerequisites for admission to the five-year Teacher Preparation Program. These courses include instruction in basic grammar and vocabulary and introduce candidates to exemplary authors. These courses also provide the knowledge and skills to prepare candidates to meet required scores on Praxis I reading and writing assessments as part of their qualification for admission to the Teacher Preparation Program.

All elementary candidates take a linguistics course (ENGL 310 or ENGL 430) as part of their preparation program which informs them of the structure of the language. Candidates also take a teaching composition course (ENGL 521) which examines ways to teach composition and reviews basic concepts of writing. All candidates seeking a license with a PreK-12 endorsement area or a secondary teaching endorsement area take a course in reading and writing across the content areas (ENGL 522) which examines vocabulary and writing processes.

Candidates transferring to CNU from other universities also must have at least two courses in written communication literacy and demonstrate competency in reading and writing by passing the Praxis I assessment before admission to the program. CNU candidates may present requisite SAT or ACT scores for admission to the program. A writing component, included on the MAT application, is assessed by a committee of three members of the Teacher Preparation Council. Graduate program candidates are required to produce research papers, lesson units and plans, reflective journals, informative presentations, and critical analysis. Résumés are created as part of the student teaching seminar. A lengthy work sample is assigned as a culminating document incorporating academic and professional communication. Stellar examples of work samples and rubric scoring were available for review in the Exhibit Room and students demonstrated their knowledge of work samples in a presentation to the on-site review team on the first day of the visit—Sunday, March 28.

Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections. All CNU candidates are required to take six semester hours of mathematics literacy above the level of college algebra as part of the Liberal Learning Core. Candidates in the Teacher Preparation Program are required to take statistics as one of those two courses as it requires that candidates solve problems, reason, and make connections to fields outside mathematics. The program posits that a basic understanding of statistics can inform candidates' understanding of educational research, which informs research-based practice. Elementary Education candidates are required to take nine hours of college mathematics in order to pursue licensure at the PreK-6 teaching level and take an additional three-credit graduate course in teaching elementary mathematics. These courses focus on mathematical problem solving, communication, and reasoning. Candidates coming to CNU from other universities must demonstrate mathematics competencies through submission of passing scores on the Praxis I mathematics assessment, as well as a transcript analysis showing six hours of appropriate mathematics courses.

The mathematics foundation Liberal Learning Core requirements and mathematics course descriptions are listed in the *Undergraduate Catalog*. Advising sheets for all programs are appended to the *Teacher Preparation Program Policy Manual* and are available on the Web site (<http://teacherprep.cnu.edu>).

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. CNU undergraduate candidates must complete a minimum of seven semester hours of a laboratory science as part of the Liberal Learning Core. This includes two semesters of natural or physical science lecture courses and one laboratory experience. All elementary candidates in the Teacher Preparation Program are required to take courses in life sciences and/or physical sciences, and four additional credits in natural science study (NSCI 310). These courses and the laboratory focus on the scientific method, including

experimental design, using the language of mathematics, understanding scientific discoveries, and contemporary issues in science. Candidates transferring to CNU from other universities undergo a transcript review and must present the equivalent of seven semester hours of science. The science requirements are documented in the Liberal Learning Core and science course descriptions are available in the *Undergraduate Catalog* under the departments of Biology, Chemistry, and Physics. Advising sheets for all programs are appended to the *Teacher Preparation Program Policy Manual* and are located on the CNU Web site (<http://teacherprep.cnu.edu>).

Candidates demonstrate that they know and understand our national heritage and have knowledge and skills in American and world history, geography, government/political science, and economics that create informed and responsible citizens who can understand, discuss, and participate in democratic processes. As part of the Liberal Learning Core requirements, all CNU candidates are required to take a course in the area of “Western Tradition,” “Global and Multicultural Perspectives,” and “Identities, Institutions and Societies.” Elementary candidates must complete specific courses in United States and world history (HIST 121, HIST 111), geography (GEOG 201), and government (GOVT 101). Candidates transferring to CNU from other universities undergo a transcript review to determine whether or not they have had the requisite coursework in history and the social sciences. Liberal Learning Core requirements are available in the *Undergraduate Catalog*. Advising sheets for all programs are appended to the *Teacher Preparation Program Policy Manual* and are available on the Web site (<http://teacherprep.cnu.edu>).

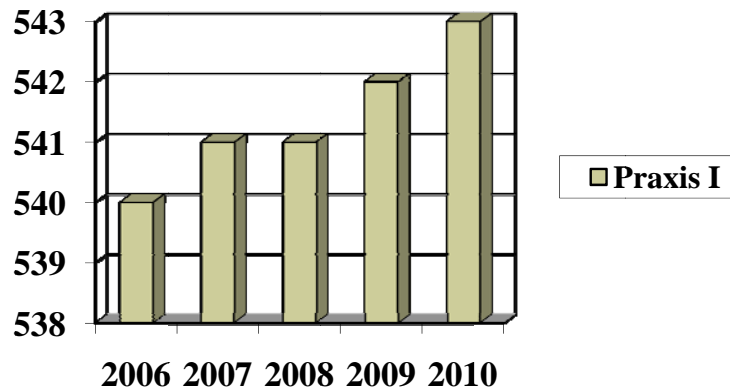
Candidates demonstrate that they have knowledge in fine arts, communications, literature, foreign language, health, psychology, philosophy and/or other disciplines that contribute to a broad-based liberal education. As a part of the Liberal Learning Core, all CNU undergraduate candidates must complete three credit hours of coursework in the area of “Creative Expression” which may include courses in art, music, theater and literature. Candidates also must take two psychology courses (developmental psychology and educational psychology, PSYC 207 or 208 and PSYC 312), one course at the 200-level in a foreign language, and a course in speech or theatrical communication arts (COMM 201 or THEA 230). Candidates transferring to CNU from other universities undergo a transcript review to assess their knowledge of other courses in order to provide a broad-based liberal education. Documentation of the Liberal Learning Core and course descriptions are available in the *Undergraduate Catalog*.

Candidates take basic skills competency assessments prescribed by the Virginia Board of Education for admission into the program. Praxis I is required for admission to the MAT program. Candidates must present a composite score of 532 or higher as prescribed by the Board. CNU undergraduates who are applying for admission to the five-year program may submit SAT or ACT score equivalents in lieu of Praxis I. Candidates transferring from other universities must take and pass the Praxis I assessment to qualify for admission to the graduate program.

Praxis requirements as well as requirements for entry to all programs are listed in the *Graduate Catalog* and the *MAT Student Handbook*. Since 2006, average Praxis I scores for CNU candidates have improved steadily from an average of 538 in 2006 to an average of 543 in 2010. (See Table 1.)

Table 1

Average Praxis I Scores



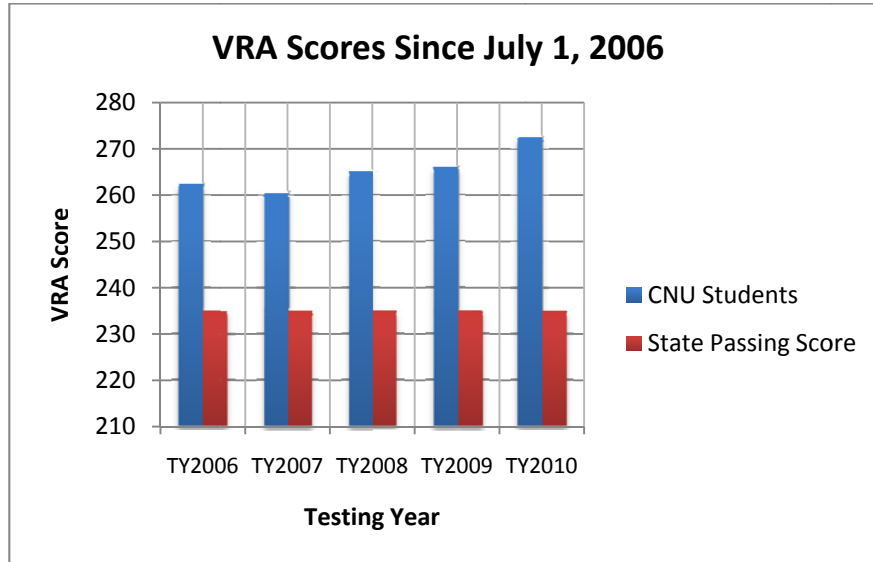
Candidates must achieve passing scores on professional content assessments for licensure prescribed by the Board of Education prior to completing their programs. Recently, the Teacher Preparation Council decided to require that the Praxis II assessment must be passed prior to student teaching. Candidates take the examination in summer or fall prior to spring student teaching. Documentation was provided to confirm that if a student fails the assessment on the first attempt, the student must meet with the Associate Director of Teacher Preparation and prepare an action plan. The one exception is in Theater Arts PreK-12, where there is no Praxis II assessment. Theater Arts majors at CNU must pass a department-created exit examination. Prior to the new requirement to pass the test prior to student teaching, all candidates in the Teacher Preparation Program were required to pass the Praxis II assessment prior to completion of the program.

CNU candidates have been highly successful in their performance on Praxis II assessments in each of the past five years as evidenced by data indicating that CNU teacher candidates have performed above the state required scores in each of the Praxis II areas assessed. Further, of the 2009 cohort, 36.2 percent (or 25 program completers) earned the Recognition of Excellence from Educational Test Service (ETS) for their achievement on the Praxis II assessments; in the 2010 cohort, 25.3 percent (or 23 program completers) earned the Recognition of Excellence designation. The professional education program consistently aggregates Praxis II, VCLA and VRA assessment data.

CNU candidates' scores on the VCLA have steadily increased over the past five years. Further, CNU candidates have consistently scored above the state average. In 2008, CNU candidates scored 69.6 points above the state average; in 2009, CNU candidates scored 78 points above the state average; and in 2010, candidates scored 85.1 points above the state averages.

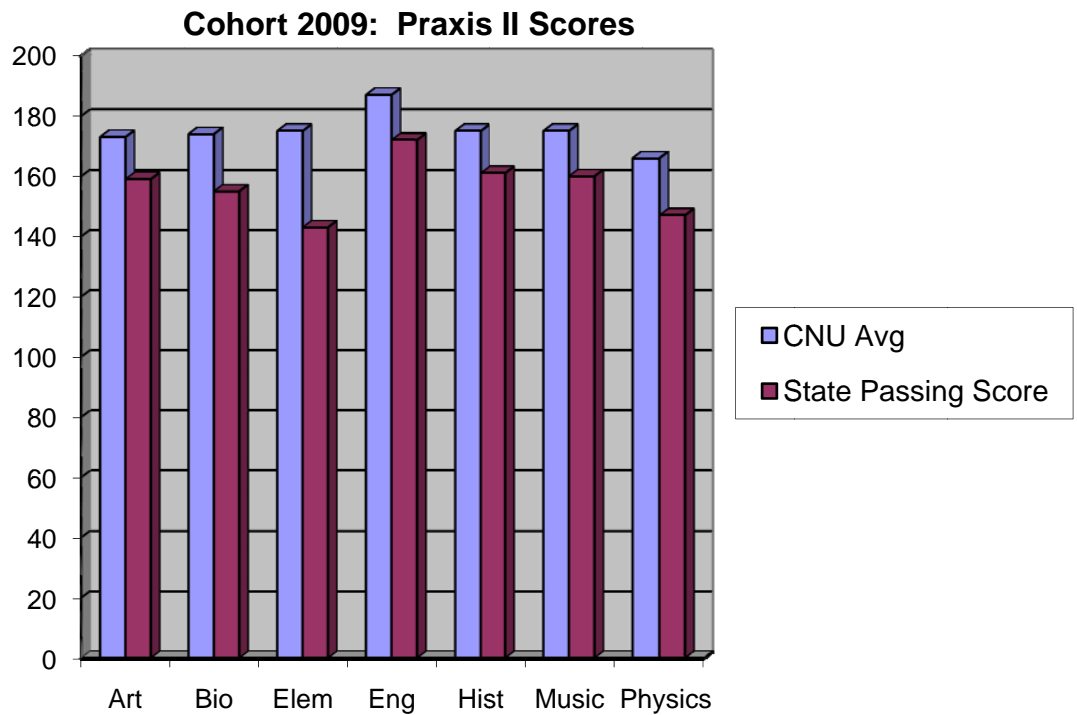
Since 2006, data on CNU student performance on the VRA indicate that candidates consistently scored above the state passing score of 235. In 2006, CNU candidates had an average score of 262 compared to an average score of 273 in 2010. (See Table 2.)

Table 2



CNU candidates have consistently scored above the state passing score across all programs on the Praxis II assessments. Table 3 describes the performance of the most recent cohort.

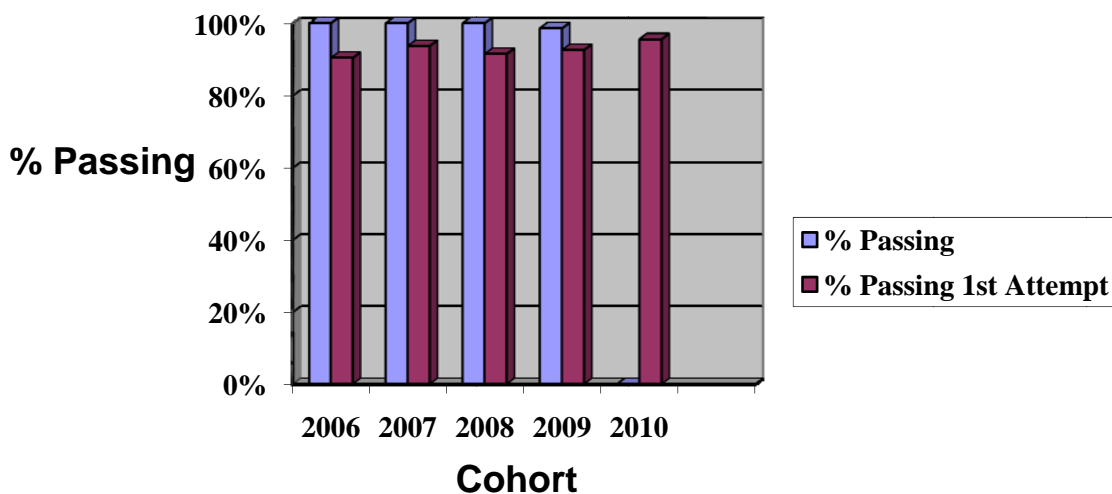
Table 3



From 2006-2009, CNU candidate pass rates on Praxis II assessments have been consistently high at 98-100 percent. The number of candidates who pass Praxis II on the first try has continued to increase ranging from 90 percent in 2006 to 95 percent in 2010. (See Table 4.)

Table 4

Praxis II Pass Rates



Requirements for graduation for all programs and comprehensive examinations (Praxis II, VCLA, and VRA) are listed in the *Graduate Catalog* and in the *MAT Student Handbook*. Average Praxis II scores for the cohorts were provided for the on-site review team by the TPP Director and can be found in the *Annual Reports* and in the *MAT Evaluation Notebook*. A list of the names of individuals receiving the “Recognition of Excellence” designation by ETS also can be found in the *MAT Evaluation Notebook*.

Professional Knowledge, Skills, and Dispositions

Through examination of course syllabi, evidence was found to indicate that CNU candidates have opportunities to develop the knowledge, skills, and dispositions to work with a variety of students. Further, candidates are required to take a sequence of courses that provide opportunities to acquire knowledge about the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth; the complex nature of language acquisition and reading; and an understanding of contemporary educational issues including the prevention of child abuse, appropriate use of technology, and diversity. Evidence is found in course program requirements and syllabi that addresses the course competencies.

CNU candidates take a sequence of courses designed to provide a firm foundation in education. PSYC 207: Life-Span Development or PSYC 208: Child Development and PSYC 312: Educational Psychology address the application of knowledge about the physical, neurological, social, emotional,

and intellectual development of children and youth. ENGL 430: The Structure of English or ENGL 310: Introduction to Linguistics, ENGL 521: Teaching Composition, ENGL 532: Language Varieties in American Schools, ENGL 314 and 514: Children's Literature and PSYC 521: Reading Acquisition and Development or ENGL 522: Reading and Writing in the Content Areas address the complex nature of language and reading. SOC 314: Education, Culture and Society and laboratory SOC 314L address the sociological foundations of public education, school culture, structure, and financing of education, school law, philosophy of education, history of education, and contemporary issues in education. PSYC 535: Exceptional Learner introduces candidates to the characteristics (e.g., neurological; developmental; physical) of exceptional learners and school-related issues such as special education laws, assessment, and technology. Diversity is addressed in this course, as well as in the graduate courses SOC 501: Education, Multiculturalism, and Diversity, TCHG 550: Teaching Across Cultures and ENGL 511: Teaching English as a Second Language. Candidates complete an online learning module of child abuse and neglect through TCHG 543: Classroom Management and Discipline. The graduate course CPSC 580: Technology for Teachers and its undergraduate prerequisite, CPSC 110: Introduction to Computing provide candidates with computer literacy. Candidates who transfer to CNU from other universities must present equivalent undergraduate courses as evaluated in the admissions review or must take the courses prior to entry.

Course descriptions are available in the undergraduate and graduate catalogs. Course syllabi were available in the *MAT Syllabi Notebook*. Advising sheets are available in the *Teacher Preparation Policy Manual* and on the CNU Web site (<http://teacherprep.cnu.edu>).

Alumni of the program and current candidates reported that they feel confident about their ability to work with diverse student populations indicating their experiences in Newport News Public Schools classrooms allowed rich opportunities to put theory into practice in classrooms. One student remarked that because of her diverse student teaching experience in Newport News Public Schools, she was prepared to take a position in a primarily minority setting and credits her effectiveness to her experience in NNPS.

Effective January 29, 2010, the Teacher Preparation Program adopted a procedure for assessing candidate dispositions. Candidates' dispositions will be evaluated six times including formal essay review by the Admission Committee prior to acceptance, upon admission by signing the *CNU Honor Code* and signing of the *NNPS Acceptable Use Policy* through the Office of Student Affairs, and four times during the student teaching experience which will be monitored by the University supervisor, cooperating teacher, student teacher, and director of student teaching.

The University Assessment and Evaluation Committee reviews the assessment plans for all departments at the University. Departments and programs establish goals, related assessments to measure the stated goals, and outcomes. The CNU Director of Assessment indicated that the TPP is an exemplar of this assessment process and leads the University in the implementation of this annual assessment initiative. Assessment reports, including results, were provided by the Director of Assessment.

The teacher education program utilizes data to improve programs. Based on an examination of student performance on the Praxis II assessments, two changes were made. Mathematics candidates were required to take the test early in the academic year (September) to allow time for tutoring as

needed. Also, a graduate course that reviews concepts covered on the assessment was approved and offered in the summer 2007.

Another example of the use of data to improve programs is the review of the assessment for final student teacher evaluation by the University supervisor and classroom teacher. The instrument was developed internally using the Charlotte Danielson *Framework for Teaching* rubric which also is the basis for the NNPS teacher evaluation instrument. Based on data indicating that 96.3 percent of student teachers were rated as competent or proficient in their knowledge of content by the University supervisor and the classroom teacher, no changes were made in content area preparation for any teaching endorsement area.

Another example of the use of assessment to improve programs is a change based on identified weaknesses. Course evaluations for “classroom management and discipline” were scrutinized. As a result, these evaluations were used as a part of faculty evaluations. For the following cohort, a new adjunct faculty member hired to teach the course worked closely with the TPP Director to align objectives with outcomes for the course. Also, candidates in the next cohort were allowed to begin the first portion of their student teaching in the first two weeks of the school year. In addition to written documentation on changes to improve programs as a result of assessments, the TPC corroborated these changes in an interview with the on-site review team.

Candidates demonstrate the ability to apply the principles of learning, methods for teaching the content area, classroom management, selection and use of teaching materials, and evaluation of student performance. All candidates take PSYC 312: Educational Psychology – principles of learning, PSYC 535: Exceptional Learner – differentiation of materials and assessment for special needs students, TCHG 516: Curriculum and Instruction – teaching materials and evaluation, TCHG 543: Classroom Management and Discipline, ENG 521: Teaching Composition – teaching writing, or ENGL 522: Reading and Writing in Content Areas – for teaching reading and writing skills 6-12.

Elementary candidates take PSYC 521: Reading Acquisition and Development – methods for teaching reading, MATH 570: The Study of Mathematics/elementary – methods for teaching mathematics, and NSCI 310: Exploring Science Concepts – methods for teaching science.

Middle/Secondary and PreK-12 candidates’ course requirements vary based on the program as follows: Art-FNAR 534: The Theory and Practice of Art Education and FNAR 589: Teaching Crafts; Biology and Physics candidates: BIOL 538: Apprenticeship in Teaching Science; History and Social Sciences candidates: GOVT 570: Teaching and Learning Social Science; Mathematics candidates: MATH 570: The Study of Mathematics/Secondary; MATH 579: Curriculum and Instruction in Secondary Mathematics; Music candidates: MUSC 510: Measurement and Evaluation in Music, MUSC 520: Choral Literature and Conducting, MUSC 530 and 540: Wind/Orchestra Literature and Conducting, MUSC 537: Music in the Elementary School; French candidates: FREN 538: Research in Foreign Language Teaching; Spanish candidates: SPAN 338: Apprenticeship in Teaching Spanish and Theater Arts candidates: THEA 578: Teaching Apprenticeship.

Candidates are required to prepare and deliver actual or simulated lessons and lesson plans or units which allow them to practice teaching in their content area. CNU student teachers are expected to follow the CNU *Lesson Plan Format*. Student teachers are expected to make and keep a

comprehensive written plan for each lesson they instruct. All candidates complete practicum and student teaching experiences including extensive lesson planning.

Candidates have ample opportunity to become effective teachers through three tiers of field experiences:

- entry level observation and tutorial activities, tied to prerequisite classes and skills practice tied to program courses,
- independent work in partner schools, and
- internship (student teaching) as the conclusion of the program.

Candidates will have earned over 200 clock hours of observation, assisting, and teaching time prior to student teaching, and between 625 and 647 clock hours in field experiences. Elementary candidates will have earned up to 647 clock hours of clinical experiences and middle and secondary candidates will have earned up to 625 clock hours.

One of the strengths identified by the CNU alumni and beginning teachers in an interview with the on-site review team was the strong sense of their ability to plan instruction. Several graduates remarked that the lesson plan format is very helpful, and graduates confirmed that they continue to use this format to plan instruction in their classes.

Course descriptions are listed in the undergraduate and graduate catalogs. Course syllabi for each of the courses are made available in the *MAT Syllabi Notebook*. Work samples were made available in the MAT documents room. The sequencing of these courses is laid out in the advising sheets for each program, found in the appendix of the *Teacher Preparation Policy Manual* and also available on the CNU Web site (<http://teacherprep.cnu.edu>).

Candidates demonstrate the ability to have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance. All TPP candidates learn the process of designing and assessing instruction in the course TCHG 516, which is reinforced in other content area methods courses described earlier in this section of the report. Candidates also have the opportunity to practice these skills in field experiences. During student teaching, all candidates are required to demonstrate their ability to assess, plan, teach, and re-assess in the form of a *Student Teacher Work Sample*. The work samples are evaluated by the CNU supervisor and reviewed by the program directors. Data are summarized for each program.

Candidates analyze and reflect on student performance through journal entries, observational feedback from cooperating teachers and university supervisors and the teacher work sample. The work sample is an assessment in which student teachers in CNU's Teacher Preparation Program provide verification that their PreK-12 students have learned specific content. The work sample provides evidence of the candidates' ability to engage in thorough and effective standards-based planning; use best practices that provide opportunities for student success; use appropriate assessment strategies to foster and document the ongoing development of their students' knowledge and skills; and analyze student assessment results, reflect on the results, and adapt instruction accordingly. During a poster session on the first day of the on-site review team visit, nine student teachers shared an overview of a lesson taught. The lessons followed the established plan of the work sample. The

candidates demonstrated an in-depth knowledge of assessment, technological literacy, and exhibited a high level of poise and professionalism as pre-service teachers. A description of the *Student Teacher Work Sample* can be found in the *Student Teacher Handbook*. Samples of *Student Teacher Work Samples* were available in the Exhibit Room.

Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity. All teacher preparation candidates are required to complete a basic introductory course in computing. In addition, candidates must take CPSC 580: Technology for Teachers, an application course designed to meet the *Virginia Technology Standards for Teachers*, as well as a prerequisite undergraduate course, CPSC 110: Introduction to Computing. In the CPSC 580 course, candidates prepare a portfolio illustrating their technology competencies. Other professional education courses, including TCHG 516: Curriculum and Instruction, TCHG 543: Classroom Management and Discipline, and ENGL 522: Reading and Writing in the Content Area also address the understanding of and the ability to use educational technology to enhance student learning.

Course descriptions are in the *Graduate Catalog*. Course syllabi for each of the courses are available in the *MAT Syllabi Notebook*. The sequencing of these courses is outlined in the advising sheets for each program, found in the *Appendix* of the *Teacher Preparation Policy Manual* and on the CNU Web site (<http://teacherprep.cnu.edu>). A matrix describing the various technology tools taught in the various courses in the program appears in the *MAT Documents Notebook*.

Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning. The *Teacher Work Sample* is an example of the use of assessment data to improve programs. As of 2009, all candidates in the teaching internship (TCHG 510) are required to produce a *Teacher Work Sample*. This work sample was created by the Associate Director of Teacher Preparation in collaboration with a team of University supervisors. Candidates must assess students (pretest and posttest), implement a teaching unit based on findings on the pretest, and then measure the effects of instruction on student learning. Candidates are required to use both quantitative and qualitative assessment measures. The work sample is evaluated by the University supervisor in the TCHG 510 course. Student teachers in schools visited by on-site review team members discussed and demonstrated an understanding of how to plan instruction and assess student learning. The nine candidates who presented to the on-site review team during the poster session on Sunday, March 28, 2010, were articulate in expressing their understanding of the analysis and use of data to plan and assess student learning. The candidates shared how they incorporated instructional models in their teaching and explained subject specific pedagogy used in instruction. The activity highlighted candidates' ability to plan and assess student learning and demonstrated the use of best teaching practices.

Review of Team Findings Based on Evidence Presented:

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

MET

Weaknesses:

None

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.

The *MAT Faculty Vitae Notebook* contained 32 full-time faculty and 26 adjunct vitae. Twenty-nine faculty have doctorate degrees, and three faculty members have master's degrees. Three MAT faculty members' vitae were randomly selected who taught ENGL 532, MUSC 520, and PSYC 521 and audited for appropriate credentials and qualifications to teach the class assigned. All three vitae met the prescribed requirements. Pages 86-129 and Section XVIII, pages 153-155 of the *Christopher Newport University Handbook* and the CNU Web site, <http://public.cnu.edu/>, were reviewed to provide evidence that written procedures were in place for faculty selection and evaluation.

Evidence from class visits and discussions with faculty and candidates indicated that faculty have an understanding of current practices related to the use of computers and technology. Several members of the on-site review team observed a student using a computer-based music CD player to present a lecture/demonstration on contemporary choral trends to the class. Additionally, five syllabi were selected at random from the *MAT Syllabi Notebook* to review for evidence to support that courses integrate technology. Four syllabi had technology indicators and one did not:

- English 314W (W3): Children's Literature, Spring 2010; professor uses SCHOLAR Web site.
- Math 538: Apprenticeship in Teaching Mathematics, Spring 2010; professor makes no mention of technology in any context in the syllabus.
- SOC 314L: Education, Culture, and Society, Spring 2010; professor uses a technology specialist assignment.
- TCHG 516: Curriculum and Instruction (Elementary), Summer 2009; professor indicates technology in the syllabus on page 4 where candidates are to videotape lessons.
- SPAN 538: Apprenticeship in Teaching, Fall 2007; professor uses e-portfolio.

Candidates take a basic computer course at the beginning of the program (CPSC 110) and a capstone course (CPSC 580) near the program conclusion on integrating technology and learning in the classroom. A packet of documents from CPSC 580 were reviewed that indicate much is taught to candidates regarding technology for teachers, including:

- demonstrating having met the *Virginia Technology Standards*,
- applying TPaCK principles to classroom technology integration, and
- development of skills in various uses of hardware, software, and Web-based tools for digital literacy.

Faculty demonstrated an understanding of the *Virginia Standards of Learning (SOL)*. Two on-site team reviewers observed the MUSC 520 class on March 29, 2010, (45 minutes), and observed a student using a computer-based music CD player to present a lecture/demonstration on contemporary choral trends to the class. The professor followed up each piece of music played by the student with instruction for the class of eight candidates, focusing on which *SOL* objectives candidates would use in their classroom that related to the presenter's pre-comments about the type of music to be played for the class.

Five syllabi were selected at random from the *MAT Syllabi Notebook* to review for evidence courses indicate teaching and use of the *SOL*. Four syllabi had indicators and one did not:

- FNAR 534: Theory and Practice of Art Education, Fall 2009; instructor confirmed *SOL* on page 2 of the syllabus.
- GEOG 595, Section 10: World Geography for Teachers, Summer 2007; professor confirmed *SOL* on page 1 of the syllabus.
- Government 570: Methods for Teaching Social Studies, Fall 2009; professor confirmed *SOL* on page 3 of the syllabus.
- MUSC 510: Measurement and Evaluation in Music Education; no semester indicated; professor confirmed *SOL* on page 1 of the syllabus.
- PSYC 535 (5766): The Exceptional Learner, Fall 2009; professor did not mention *SOL* in any context in the syllabus.

Professional education faculty members demonstrate understanding of cultural differences and exceptionalities and their instructional implications. All syllabi (six) in this section of the *MAT Syllabi Notebook* were reviewed for evidence that courses indicate an understanding of cultural differences and exceptionalities in their instructional implications. One syllabus had both indicators; one had multicultural but no indicators for exceptionalities; one had exceptionalities but no multicultural indicators; and three had neither multicultural nor exceptionalities indicators. Of the six syllabi, four made no mention of multicultural indicators while four made no mention of indicators for exceptionalities.

- TCHG 516: Curriculum and Instruction (Elementary); Summer 2009; both cultural differences and exceptionalities are confirmed, page 5.
- TCHG 516: Curriculum and Instruction, Summer 2009; no mention of cultural differences but confirmed exceptionalities, page 3.
- TCHG 516-23: Curriculum and Instruction (Elementary), Summer 2009; no mention of cultural differences or exceptionalities.
- Teaching and Learning 543: Classroom Management and Discipline, Summer 2009; no mention of cultural differences or exceptionalities.
- Teaching and Learning 543: Classroom Management and Discipline; no semester given; no mention of cultural differences or exceptionalities other than disclaimer for CNU candidates on page 3.
- Teaching 550: Teaching Across Cultures: J-Term 2009, Belize, Central America, pages 1-4 for Cultural Differences; no mention of exceptionalities.

The professional education faculty who supervise field experiences had professional teaching experiences in preK-12 school settings. Thirteen CNU student teacher supervisor vitae were reviewed from the *MAT Faculty Vitae Notebook* (page 13). All had professional teaching experiences in PreK-12 school settings.

A review of the *MAT Faculty Vitae Notebook* listed a comprehensive summary chart of faculty members, their training, and their qualifications. In the section indicating *Selected Listing of Scholarship, Leadership in Professional Associations, and Services*, all 32 full-time faculty have indicators of involvement with the professional world of practice and the design and delivery of

instructional programs in PreK-12 schools. In addition, 19 of 32 full-time faculty participate in education-related services at the local, state, national, and international levels in areas of expertise and assignment.

The professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement. Faculty documents were reviewed and in all cases, the course instructor used different models and approaches to learning and student achievement as evidenced in the syllabi review.

During three different meetings with (CNU program completers', Student Virginia Education Association officers', and candidates in the program, not yet student teaching) the question was presented as to whether or not the program completers and candidates in the program had opportunities to reflect, think critically, and solve problems. All three groups responded in the affirmative. This was a particular focus in the discussion with program completers.

The syllabus for SOC 314L: Lab-Education, Culture and Society, Spring 2010, was randomly selected for additional review. The syllabus provided evidence that the concepts of reflection, thinking critically, and problem solving were taught.

The teaching of professional education faculty is continuously evaluated, and the results are used to improve teaching and learning within the program as evidenced in the Steering Committee and the TPC meeting minutes. Policies governing the teaching loads of professional education faculty, including overloads and off-site teaching, are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service as confirmed by two on-site reviewers in a meeting with the CNU Provost.

The diversity plan was confirmed by the TPP Director and is detailed in the *2009-2010 Faculty Handbook*. The Director indicated that this plan is reviewed annually by a committee of the faculty and administrators. No formal evaluation of the plan was found.

The diversity plan was further confirmed in a meeting with the Provost who indicated that the Office of Academic Affairs was sincerely invested in faculty retention planning. Documents were examined regarding the *University EVAL-4* program that applies to faculty reviews of the following type: probationary reappointment (second and fourth year); and tenure and promotion to associate and full professor. *Eval-4* is designed to be used in conjunction with the *Faculty Handbook* to provide guidance to faculty members regarding ways in which the University values various teaching, professional development, and service activities. In effect, "departments are not left alone" without guidance from the Office of Academic Affairs in the review of candidates being considered for reappointment.

The Director of Equal Employment Opportunity provided the following MAT faculty demographic information to the on-site team for review on March 30, 2010:

- Females - 55 percent;
- Males - 45 percent;
- White - 83.9 percent;
- Minority - 16.1 percent (Asian 3.2 percent, Black 9.7 percent, Hispanic 3.2 percent).

Faculty learning and scholarship expectations outlined in the *2009-2010 University Handbook* were reviewed. A form, *Christopher Newport University Professional Activities Report*, which assesses evaluation of professional development activities, was included in the evidence file.

During a meeting with review team members, the Provost affirmed that in these economic times there are no current finalized plans for faculty professional development, but in the past and in spirit and intent, the University administration seeks to support professional development of the faculty. The administration is aware of the continuing need for technology training for the faculty. The Provost also advised that the *University EVAL-4* program applies to faculty reviews of the following type: probationary reappointment (second and fourth year); tenure and promotion to associate and full professor.

Faculty activities in professional development are included in the *MAT Faculty Vitae Notebook* in the summary chart listing faculty members' learning and scholarship activities. This chart is very informative and shows a variety of professional/scholarly activities. There are entries for each faculty member.

Evidence was reviewed from the *2008-2009 University Faculty Handbook* for faculty evaluation procedures. The *CNU Professional Activities Report* is found in the *MAT Documents Notebook*. Teaching, scholarship, and service are included in this evaluation document. These evaluations are initiated by the faculty in their faculty reviews. Evaluations then are reviewed by the department chairs, the deans for the various schools, and the Provost. Full-time faculty are evaluated by their department chair; the evaluation then is reviewed by the appropriate School Dean and the Provost. Adjunct faculty are evaluated by the TPP Director.

The *MAT Documents Handbook* provides copies of course evaluations completed by candidates for selected courses from 2005-2009. These were documents were reviewed and found to be an appropriate process for student evaluation of courses.

Review of Team Findings Based on Evidence Presented:

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

MET

Weakness:

- Insufficient evidence was provided for the faculty demonstrating understanding of cultural differences and exceptionalities and their instructional implications. The TPP should ensure that the requirement for addressing multicultural experiences and students with exceptionalities be thoroughly addressed in course syllabi.

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.

The governance for the Teacher Preparation Program at Christopher Newport University is clearly defined with responsibilities and authority assigned to an interdisciplinary council. The *Christopher Newport University Teacher Preparation Program Policy Manual* identifies the Teacher Preparation Council—with representative membership from 12 departments, the Newport News Public Schools, and student professional organizations—as the responsible entity for administering the CNU TPP. Support and budget for the TPP is provided through the office of the Dean of the College of Liberal Arts and the Office of Graduate Studies.

The TPP Director, a faculty member in the English Department, is granted release time to serve as the licensure officer and chair of the TPC. The Director is assisted in her duties by a 12-month associate director of field experiences. The duties of the Director include assisting in the recruiting of Liberal Arts faculty with K-12 expertise and teaching experience as instructors for Teaching and Learning (T and L) courses.

The Director also has the responsibility of recruiting instructors for Teaching and Learning courses, orienting them to responsibilities, and monitoring their performance. In an interview with on-site team reviewers, the EEO Officer in charge of faculty recruitment shared faculty search advertisements documenting the specific focus on recruitment of content area researchers with expertise and experience in teaching. Also, the Provost, in an interview with on-site review team members, indicated that he consults with both the TPP Director and the Director of Graduate Programs in regard to TPP staffing needs. The Provost further clarified that evaluation of full-time faculty performance occurs as a component of annual review but that review of performance of TPP adjunct faculty occurs at the program level. The TPP Director confirmed this process, elaborating that the evaluation of job performance of adjunct instructors who teach for the program includes a review of student course and instructor evaluation forms.

In an interview with on-site review team members, the Associate Director of Graduate Admissions documented her role and the role of the TPP Director in the active recruitment of candidates and the process for admitting candidates into the MAT program. The Associate Director could not, however, elaborate on the policy of denying Virginia Board of Education-approved substitute SAT or ACT scores for Praxis I assessment scores for graduates from other institutions applying to the MAT program. The team noted that this discrepancy in the use of admission tests needs to be reviewed and corrected.

The minutes of the TPC and Steering Committee meetings for the past five years, 2005-2010, provide evidence of annual planning, including the setting of goals and the documentation of the processes and actions involved in achieving these goals. The minutes provide a detailed record of the changes to the program during this time period. Additionally, interviews with the Provost, the TPP Director, and the TPC Steering Committee indicate that there is ongoing dialogue about long-range goals in regard to program size and focus.

While the TPP has experienced tremendous growth during the past several years, from 45 program completers in 2006-2007 to a projected 91 for 2009-2010, the number of faculty and staff to support

program quality appears to have grown consistently as well. However, the increase in program size, the emphasis on the field experiences components of coursework and volunteer and/or substitute time in schools, and the need to document the range and quality of student performance in all field experiences has greatly increased the workload for the Associate Director of Field Experiences. Interviews with intern teachers confirmed the perception that while the Associate Director is doing a tremendous job, the need exists for additional help to facilitate the placement of candidates and the tracking and documentation of student performance. Such assistance is especially needed to provide adequate time for the Associate Director to respond to the intern teachers' needs when unforeseen situations arise.

The President of Christopher Newport University is to be commended for his leadership in the commitment of resources to the Teacher Preparation Program. Newly constructed, state-of-the-art facilities which house the TPP reflect a generous allocation of resources and full commitment in support of the program and its goal to train effective 21st century teachers. Interviews with the Provost, the TPP Director, and the Associate Director of Field Experiences found positive indications of the use of fiscal resources to support program quality.

The recent construction of a technology laboratory with individual laptop computers as well as other instructional tools is provides further evidence of the University's commitment to the training of teachers who are competent in the use of technology for classroom instruction. On-site team reviewers found that candidates have access to classroom tools for instruction, including Smartboards and electronic student response systems (clickers). Candidates also have access to computer facilities until midnight five nights per week and to the library until midnight every night.

The newly constructed McMurrin Hall—which now houses faculty offices, including offices for adjuncts for the TPP and administrative offices for the CNU graduate programs—is evidence of generous allocation of resources to ensure program quality. In interviews with reviewers, the TPP Director and the Associate Director of Field Experiences, who teaches the technology course in the TPP curricula, corroborated the sufficiency of technological resources to meet both instructor and student needs. Evidence exists to support CNU's assertion that sufficient resources are being provided to ensure program quality.

Review of Team Findings Based on Evidence Presented:

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

MET

Weaknesses:

1. The Steering Committee of the Teacher Preparation Council should review the policy of denying Virginia Board of Education-approved substitute SAT or ACT scores for Praxis I assessment scores for graduates from other institutions applying to the MAT program.
2. Consideration should be given to allocating resources to hire additional personnel for the purpose of supporting the field experiences for TPP candidates.

**Christopher Newport University
On-Site Review Team
Schedule of Activities**

March 28-31, 2010

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On-Site Review Team
Schedule of Activities**

March 28-31, 2010

Date/Time/Place of Meeting	Person/Group interviewed	Virginia Department of Education (VDOE) On-site Review Team Members	Christopher Newport University (CNU) and Newport News Public Schools (NNPS) Participants
<p>Sunday, March 28 3:30-4:00 p.m.</p> <p>NMCM 114</p>	<p>Teacher Preparation Council (TPC)</p>	<p>All team members</p>	<p>Maggie Bowen, Art Michelle Carr, student Kelly Cartwright, Director, Graduate Studies Deborah Farina, Associate Director of Field Experiences Stavroula Gailey, Faculty Claudia Mendez, Faculty Roark Mulligan, Faculty Marsha Sprague, Director of Teacher Preparation John Tupponce, NNPS</p>
<p>Sunday, March 28 4:05-4:35 p.m.</p> <p>NMCM 114</p>	<p>MAT Faculty and Adjuncts</p>	<p>All team members</p>	<p style="text-align: center;"><u>Full-time Faculty</u></p> <p>Kelly Cartwright, Psychology Deborah Farina, Teaching Stavroula Gailey, Mathematics Brennan Kraxberger, Govt. Claudia Mendez, Spanish Roark Mulligan, English Marsha Sprague, English Peter Snow, English/ESL Linda Waldron, Sociology Rebecca Wheeler, English</p> <p style="text-align: center;"><u>Adjunct Faculty</u></p> <p>Maggie Bowen, Art Linda Morgan, Teaching Shirley Sypolt, NSCI Dick Weber, Sociology</p>

Date/Time/Place of Meeting	Person/Group interviewed	Virginia Department of Education (VDOE) On-site Review Team Members	Christopher Newport University (CNU) and Newport News Public Schools (NNPS) Participants
<p>Sunday, March 28 4:40-5:10 p.m.</p> <p>NMCM 114</p>	<p>Clinical Faculty Grant Participants</p>	<p>Peggy Schimmoeller Jewell Askins</p>	<p>Robin Atlee, Grade 4 Adia Charley, Grade 3 Kay Dawson, Kindergarten Marilyn Garhart, Grade 4 Alejandro Gomez, Spanish Betty Grizzle, Grade 3 Irene Koutsogiannis, Kindergarten Mary McCoy, Grade 1 Lydia McKeithan, Social Studies Mary Merritt, Music Cathy Pape, Grade 1 Tina Turner, Grade 3</p>
<p>Sunday, March 28 4:40-5:10 p.m.</p> <p>NMCM 164</p>	<p>CNU Program Graduates</p>	<p>Diane Simon Jurgen Combs</p>	<p>Melissa Baird, English Anita Love Bowman, Elementary Education Beth Guthrie, Elementary Education Laura Haselton, Elementary Education Melinda Hodgkiss, Elementary Education Ashley Wilson Ide, Social Studies Justin Throupe, Geography Erin Welch, Social Studies</p>
<p>Sunday, March 28 4:40-5:10 p.m.</p> <p>NMCM Rotunda</p>	<p>SVEA sponsor and officers</p>	<p>Glenn Koonce JoAnne Carver</p>	<p>Gil Crippen, sponsor Michelle Carr Kenny Harkins Mary Evans Brian Bishop</p>

Date/Time/Place of Meeting	Person/Group interviewed	Virginia Department of Education (VDOE) On-site Review Team Members	Christopher Newport University (CNU) and Newport News Public Schools (NNPS) Participants
<p>Sunday, March 28 6:00-6:30 p.m.</p> <p>NMCM</p>	<p>Poster Session: CNU student teachers</p>	<p>All team members</p>	<p>Michelle Carr Kenny Harkins Erica Oliver Tareva Coffield James Jones Jonathon Jones Erica Oliver Erin Plisco Megan Puckli Michelle Thomas Michelle Young</p>
<p>Sunday, March 28 6:30-8:15 p.m.</p> <p>NMCM Dining Room</p>	<p>Working Dinner</p>	<p>All team members</p>	<p><u>CNU MAT Candidates</u></p> <p>Michelle Carr Mary Evans Kenny Harkins Erica Oliver Tareva Coffield James Jones Jonathon Jones Erica Oliver Erin Plisco Michelle Thomas Michelle Young</p> <p><u>CNU MAT Graduates</u></p> <p>Beth Guthrie</p> <p><u>CNU Administrators</u></p> <p>Steven Breese, Dean Arts and Humanities Bobbie Bartels, Associate Provost Kelly Cartwright, Director of Graduate Studies Lyn Sawyer, Associate Director of Admissions</p>

Date/Time/Place of Meeting	Person/Group interviewed	Virginia Department of Education (VDOE) On-site Review Team Members	Christopher Newport University (CNU) and Newport News Public Schools (NNPS) Participants
			<p style="text-align: center;"><u>Teacher Preparation Program Administration</u></p> <p>Marsha Sprague, Director Deborah Farina, Associate Director</p> <p style="text-align: center;"><u>NNPS Principals</u></p> <p>Brian Nichols John Tupponce</p> <p style="text-align: center;"><u>CNU Faculty</u></p> <p>Maggie Bowen Patricia Hopkins Brian Puaca Peter Snow Lourdes Travioso-Parker Rebecca Wheeler</p> <p style="text-align: center;"><u>University Supervisors</u></p> <p>Linda Morgan Judy Panatalides Bob Sulzberger</p> <p style="text-align: center;"><u>Clinical Faculty</u></p> <p>Kay Dawson Marilyn Garhart Mayrene Graef Ron Graef</p>
<p>Monday, March 29 9-9:45 a.m.</p> <p>FERG 261A</p>	<p>Class Observation, MUSC 520</p>	<p>Glenn Koonce Peggy Schimmoeller</p>	<p>Dr. Lauren Fowler Eight Music MAT Candidates</p>

Date/Time/Place of Meeting	Person/Group interviewed	Virginia Department of Education (VDOE) On-site Review Team Members	Christopher Newport University (CNU) and Newport News Public Schools (NNPS) Participants
Monday, March 29 10-10:45 a.m. Brauer Room, Administration Bldg.	President	JoAnne Carver Jurgen Combs	President Paul Tribble
Monday, March 29 10:15-10:45 a.m. Administration Bldg. 404C	Provost	Glenn Koonce Jewell Askins	Dr. Mark Padilla
Monday, March 29 11-11:30 a.m. NMCM 161A	Director of Graduate Programs	Diane Simon Peggy Schimmoeller	Dr. Kelly Cartwright
Monday, March 29 11-11:30 a.m. NMCM 159	Associate Director, Graduate Admissions	Glenn Koonce Jewell Askins	Ms. Lyn Sawyer
Monday, March 29 11:45 a.m.-12:30 p.m. NMCM 255	Associate Director for Field Experiences, Teacher Preparation Program	Peggy Schimmoeller Jewell Askins	Ms. Deborah Farina
Monday, March 29 11:45a.m. -12:15 p.m. NMCM 303C	Dean of the College of Arts and Humanities	Jurgen Combs Diane Simon	Dean Steven Breese
Monday March 29 1:45-2:20 p.m. NMCM 200B	Candidates enrolled in program, not yet student teaching	JoAnne Carver Jurgen Combs Glenn Koonce Peggy Schimmoeller	Jasmine Cordiel Shannon James Danielle Smith Allison Strickland Lauren Yoho
Monday March 29 1:45-2:15 p.m. NMCM 161B	Director of Assessment	Jewell Askins JoAnne Carver Diane Simon	Dr. Deborah Moore

Date/Time/Place of Meeting	Person/Group interviewed	Virginia Department of Education (VDOE) On-site Review Team Members	Christopher Newport University (CNU) and Newport News Public Schools (NNPS) Participants
Monday March 29 2:30-3:15 p.m. NMCM	University Supervisors	JoAnne Carver Jurgen Combs Glenn Koonce Peggy Schimmoeller	Wendy Barrick Martha Bauer Cindy Connell Michelle Grau Marilee Hawkins Wanda Malette Gloria Newby Ken Noland Cecelia Owens-Graves Jean Stevens Bob Sulzberger Lois Winter
Monday March 29 2:30-3:15 p.m. TBD	EEO Officer/ Faculty Recruitment	Jewell Askins Diane Simon	Ms. Michelle Moody
Tuesday, March 30 10:15-10:45 a.m. B. C. Charles Elementary School	Cooperating Teachers B. C. Charles Elementary School	Jewell Askins	Kay Dawson Irene Koutsogiannis Adia Charley
Tuesday, March 30 10:15-10:45 a.m. Gildersleeve Middle School	Cooperating Teachers Gildersleeve Middle School	Jurgen Combs	Chris Carter Mary Parrish
Tuesday, March 30 10:15-10:45 a.m. Woodside High School	Cooperating Teachers, Woodside High School	JoAnne Carver	Melissa Baird Chris Montgomery Kate McGaw Tammy Sealy Judith Griggs
Tuesday, March 30 10:45-11:15 a.m. B. C. Charles Elementary School	Interns B. C. Charles Elementary School	Jewell Askins	Jessica Jones Melody Weaver Lindsay Kelly
Tuesday, March 30 10:45-11:15 a.m. Gildersleeve Middle School	Interns Gildersleeve Middle School	Jurgen Combs	Laura Jones Kayla Miller

Date/Time/Place of Meeting	Person/Group interviewed	Virginia Department of Education (VDOE) On-site Review Team Members	Christopher Newport University (CNU) and Newport News Public Schools (NNPS) Participants
Tuesday, March 30 10:45-11:15 a.m. Woodside High School	Interns Woodside High School	JoAnne Carver	Jocelyn Carver Nathan Fesmire Katie Lantz Jessica Martin Linsey Pantele Cara Walter
Tuesday, March 30 10:15-10:45 a.m. B. C. Charles Elem	Administrator B. C. Charles	Jewell Askins	John Tupponce, Principal
Tuesday, March 30 10:15-10:45 a.m. Gildersleeve Middle School	Administrator Gildersleeve Middle School	Jurgen Combs	Aaron Smith, Assistant Principal
Tuesday, March 30 10:15-10:45 a.m. Woodside High School	Administrator Woodside High School	JoAnne Carver	Susan Tilley, Principal
Tuesday, March 30 1:15-2:00 p.m. ADMN 125	Director and Associate Director, Undergraduate Admissions	Jurgen Combs	Curtis Davidson
Tuesday, March 30 1:15-2:00 p.m. TBD	Facilitators, Early Field Experiences	Peggy Schimmoeller	Gil Crippen Deb Farina Rita Kohr Jackie Sykes
Tuesday, March 30 2:30-3:00 p.m. NMCM 161A	Open Meeting for MAT Faculty	Jewell Askins JoAnne Carver Jurgen Combs	Gayle Dow Jean Filetti Sherman Lee Pat Hopkins Kevin Shortsleeves
Tuesday, March 30 3:45-4:45 p.m. DSU, Madison Room	Steering Committee of the Teacher Preparation Council	Jewel Askins Jurgen Combs	Mary Evans, student Deborah Farina, Associate Director of Field Experiences Stavroula Gailey, Faculty Roark Mulligan, Faculty Marsha Sprague, TPP Director Linda Waldron, Faculty
Tuesday, March 30	Classroom	JoAnne Carver	Kevin Shortsleeve

Date/Time/Place of Meeting	Person/Group interviewed	Virginia Department of Education (VDOE) On-site Review Team Members	Christopher Newport University (CNU) and Newport News Public Schools (NNPS) Participants
4-4:45 p.m. NMCM 260	Observation ENGL 514		
Wednesday, March 31 11: 00-11:30 a.m. ADMN, Office of the President	Exit Interview	Jurgen Combs JoAnne Carver	President Paul Tribble Marsha Sprague Kelly Cartwright

Evidence List

Evidence List

All evidence for Standards 1 through 4, including Standards boxes and document notebooks, is located on the bookshelves in the Evidence Room.

Standard 1 Evidence Box:

The box includes:

1. *Teacher Preparation Policy Manual*
2. *Student Teaching Handbook* (2009-2010)
3. *Field Experience Handbook*
4. *MAT Student Handbook*
5. *Graduate Catalog* (2009-2010)
6. *Undergraduate Catalog* (2009-2010)
7. *Field Experience Charts* (Competency 6 folder)
8. *Newport News Partnership Agreement* (Competency 6 folder)

Standard 2 Evidence Box:

The box includes:

1. *Student Teaching Handbook* (2009-2010)
2. *Graduate Catalog* (2009-2010)
3. *Undergraduate Catalog* (2009-2010)
4. *Teacher Preparation Program Policy Manual*

Standard 3 Evidence Box:

The box includes:

1. *MAT Faculty Handbook* (2009)
2. *Field Experience Handbook*
3. *University Handbook* (2009-2010)

Standard 4 Evidence Box:

The box includes:

1. *Conditions for Qualifying Report*
2. *Graduate Catalog* (2009-2010)
3. *Undergraduate Catalog* (2009-2010)
4. *Teacher Preparation Program Policy Manual*
5. *MAT Student Handbook*

Documentation Found in Notebooks:

All notebooks may be found on the bookshelves in the Evidence Room.

MAT Faculty Vitae Notebook

- Full-time Faculty
 - Dr. Robert Atkinson
 - Dr. Gayle Dow
 - Dr. Kelly Cartwright
 - Dr. William Connell
 - Dr. Jean Filetti
 - Dr. Lauren Fowler-Calisto
 - Denise Gillman
 - Michelle Grau
 - Dr. Shelia Greenlee
 - Dr. George Hillow
 - Dr. Rachel Holland
 - Dr. Kara Keeling
 - Dr. Stavroula Kostaki-Gailey
 - Dr. Keith Koster
 - Dr. Sherman Lee
 - Gregg Lloyd
 - Dr. Mario Mazzarella
 - Dr. Roark Mulligan
 - Dr. Brian Puaca
 - Dr. Laura Puaca
 - Dr. Mark Reimer
 - Dr. Roberta Rosenberg
 - Dr. Anthony Santoro
 - Dr. Nigel Sellars
 - Dr. Kevin Shortsleeve
 - Dr. Peter Snow
 - Dr. Marsha Sprague
 - Dr. Danielle Velardi
 - Dr. Linda Waldron
 - Dr. Lisa Webb
 - Dr. Rebecca Wheeler
 - Dr. Mary Wright

- Adjunct Faculty
 - Margaret Bowen
 - Cynthia Connell
 - Gilbert Crippen
 - Dr. Joseph Emerson
 - Deborah Farina

- Courtney Frantz
 - Billie Hetrick
 - Rita Kohr
 - Dr. Linda Morgan
 - Dr. Judy Pantelides
 - William Pearson
 - Sue Rayfield
 - Jean Stevens
 - Robert Sulzberger
 - Jacqueline Sykes
 - Shirley Sypolt
 - Dr. Lourdes Travieso-Parker
 - Dr. Richard Weber
- **Student Teacher Supervisor K-12 Experiences Chart**
- **University Supervisors (not including those who may also be course adjuncts)**
 - Susan Booth
 - Dr. John Galloway
 - Marilee Hawkins
 - Wanda Mallette
 - Cecelia Owens-Graves
 - Julie Walker
 - Bonnie Williams
 - Lois Winter
- ***Teacher Preparation Council Minutes Notebook***

Contains all minutes from TPC meetings 2005-present. Also includes Annual Goals for the Teacher Preparation Program.
- ***MAT Documents Notebook***
 - Audit Form
 - Faculty Evaluation Form (Eval-6)
 - CNU Vision 2010
 - Foundations of Liberal Learning
 - IT Services Strategic Plan
 - Teacher Preparation Program Budget
 - Newport News Partnership Agreement
 - Dean's Office Grant
 - Field Experience Evaluation forms (excluding student teaching)
 - Charlotte Danielson permission
 - Technology Matrix
 - Teacher Work Sample
 - Tribble Library Information

MAT Syllabi Notebook

- Biology 538/Apprenticeship in Teaching Biology
- Communication 201/Public Speaking
- Computer Science 110/Introduction to Computing
- Computer Science 580/Technology for Teachers
- English 123/Writing Seminar I
- ULLC 223/College Writing II
- English 310/Introduction to Linguistics
- English 314W/Children's Literature
- English 430/The Structure of English
- English 501/Teaching Literature
- English 511/Teaching English to Speakers of Other Languages
- English 514/Critical Readings of Children's Literature
- English 521/Teaching Composition
- English 532/Language Varieties in American Schools
- Fine Arts 534/Theory and Practice of Art Education
- Fine Arts 535/Integrating the Visual Arts
- Fine Arts 589/Teaching Crafts
- French 403/503/Advanced Writing and Stylistics
- Geography 595/World Geography for Teachers
- Government 570/Methods for Teaching Social Studies
- History 515/The Byzantine Empire
- History 472/572/The History of Virginia
- History 495/595/Women and Social Movements in U.S. History
- History 495/595/Atlantic World Encounters
- History 480/595/The United States as a World Power
- History 595/The Great Depression
- Math 538/Apprenticeship in Teaching Mathematics
- Math 570/The Study of Mathematics
- Math 578/Elementary Geometry from an Advanced Viewpoint
- Music 510/Measurement and Evaluation in Music Education
- Music 530/Wind Literature and Conducting
- Music 533-534/Applied Choral Conducting
- Music 537/Music in the Elementary School
- Music 538/Foundations of Music Education
- Music 550/Secondary Instrumental Methods
- Music 596/Vocal Pedagogy
- Natural Science 310/Exploring Science Concepts
- Psychology 207/Lifespan Development
- Psychology 208/Child Development
- Psychology 312/Educational Psychology
- Psychology 521/Reading Acquisition and Development
- Psychology 535/The Exceptional Learner
- Sociology 314L/Lab: Education, Culture, and Society
- Sociology 314: Education, Culture, and Society
- Sociology 501/Multiculturalism, Diversity, and Education

- Spanish 538/Apprenticeship in Teaching
 - Teaching 516/Curriculum and Instruction
 - Teaching 543/Classroom Management and Discipline
 - Teaching 550/Teaching Across Cultures
 - Theater 550/Stage Management
 - Theater 561/The One Act Play
 - Theater 468/568/Playwriting Seminar
- ***Evaluations of University Supervisors Notebook***

Contain written evaluations of university supervisors, 2005-present. Also contains aggregated student teacher evaluations of university supervisors.
- ***Field Experiences Evaluation Notebook***
 - Evaluations for Undergraduate Courses:
 - Soc 314L/Education, Culture, and Society Lab
 - Psyc 312/Educational Psychology
 - Evaluations for Graduate Courses
 - Math 570/Teaching Math
 - Eng 532/Language Varieties
 - Psyc 532/Reading Acquisition
 - Eng 522/Content Area Reading
 - Tchg 516/Curriculum and Instruction
 - Student Teaching Internship
 - Graduate Exit Surveys of Student Teaching Internship
- ***Course/Instructional Evaluation Notebook***
 - 2005
 - Psyc 521/Reading Acquisition
 - Psyc 535/Exceptional Learner
 - Tchg 516/Curriculum and Instruction
 - Tchg 543/Classroom Management
 - Soc 501/Multiculturalism and Diversity
 - 2006
 - Soc 314/Education, Culture, and Society
 - Soc 314L/Education, Culture, and Society Lab
 - Tchg 516/Curriculum and Instruction
 - Tchg 543/Classroom Management

- 2007
 - CPSC 580/Technology for Teachers
 - Tchg 595/Multiculturalism and Diversity
 - Tchg 516/Curriculum and Instruction
 - Tchg 543/Classroom Management
 - Eng 532/Language Varieties
 - Eng 522/Content Area Reading

- 2008
 - Psyc 521/Reading Acquisition
 - Tchg 516/Curriculum and Instruction
 - Tchg 543/Classroom Management
 - Soc 314/Education, Culture, and Society
 - NSCI 310/Exploring Natural Science
 - Hist 595/Advanced Topics in History
 - Eng 315/Adolescent Literature

- 2009
 - Tchg 550/Teaching Across Cultures
 - Soc 501/Multiculturalism and Diversity
 - Geog 595/Teaching Geography
 - Eng 501/Teaching Literature
 - Tchg 516/Curriculum and Instruction
 - Tchg 543/Classroom Management
 - Psyc 535/Exceptional Learner
 - NSCI 310/Exploring Natural Science
 - CPSC 580/Technology for Teachers
 - Hist 595/Advanced Topics in History
 - Psyc 312/Educational Psychology
 - Psych 521/Reading Acquisition
 - Govt 570/Methods for Teaching Social Studies

- **Program Evaluation/Annual Reports Notebook**
 - *Five-Year Summary Data*
 - *Quick Summary Evaluation of TPP*
 - *Annual Reports: Newport News School Board and Dean*
 - *Three-year Program Reports*
 - *Student Teacher Evaluation of Program*
 - *Copies of Field Experience Forms*
 - *Comparison of Supervisor and Cooperating Teacher Evaluations of Students*
 - *Employer Surveys of 1st Year Teachers*
 - *Summary of VRA Scores*
 - *Praxis II Recipients of “Excellent” Scores*

- *Praxis II Institutional Reports*
- *VITAL 2008 Program Completer Exit Survey*
- *Unsolicited Testimonies*
- **Other Evaluations 2005-Present**
 - *University Supervisor Evaluation of Program*
 - *Cooperating Teacher Evaluation of Program*
 - *Administrative Evaluation of Student Teaching*
 - *Informal and Other Evaluations*
- ***MAT Faculty Publications Notebooks: A-L and M-Z***

A complete listing of all publications is in the front of the notebooks under the Works Cited tab.
- ***Approved Program Notebook***

Contains all state-approved matrices for endorsements in 5-year, MAT with licensure, and licensure-only programs.
- **Biennial Reporting Notebook**
 - *Standards for Biennial Approval of Education Programs/Program Compliance Certification*
 - *Biennial Reporting: Standard One*
 - *Biennial Reporting: Standard Two*
 - *Biennial Reporting: Standard Three A*
 - *Biennial Reporting: Standard Three B*
 - *Biennial Reporting: Standard Four*
 - *Biennial Reporting: Standard Five*
- **Documentation of How CNU Implemented the Corrective Plan of Action to Address Identified Weaknesses Within the Standards and 2010 Update**

Contain information and documentation related to program weaknesses noted upon last accreditation visit and corrective measures taken.
- ***Work Sample Notebooks***

Contain elementary, middle, and secondary examples of the Teacher Work Sample conducted by student teachers in 2009.
- ***Field Experience Sample 2009 Notebook***

Contains samples of student reflective journals from the Soc 314 Lab/Education, Culture, and Society

- **Other Evidence**

- Box with advising sheets for each program/endorsement area
- Hard copies of all handbooks/catalogs referenced in the *Institutional Report*