

Virginia Board of Education Agenda Item



Agenda Item: C

Date: March 28, 2013

Title	Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at Sweet Briar College through a Process Approved by the Board of Education		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure		
E-mail	Patty.Pitts@doe.virginia.gov	Phone	(804) 371-2522

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: February 28, 2013

Action: The Board of Education received for first review the Advisory Board on Teacher Education’s recommendation to accept the review team’s recommendation that the professional education program at Sweet Briar College be “accredited,” indicating that the program has met the standards as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 5: The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, amended January 19, 2011, set forth the requirements for the accreditation and approval of programs preparing teachers, administrators, and other instructional personnel requiring licensure. These regulations establish policies and standards for the preparation of instructional personnel, further ensuring educational quality for Virginia public school students.

Regulations Governing the Review and Approval of Education Programs in Virginia
Accreditation of Professional Education Programs

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.) 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:

8VAC20-542-20. Administering the regulations.

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

- E. If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status....

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

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

- B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
 - 1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.

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

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

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

- D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
 - 1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and
 - 2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.

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

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

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

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

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

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

Section 207 of Title II of the Higher Education Act (HEA) 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. A copy of the Board of Education Definition for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia As Required by the Title II of the Higher Education Act (HEA), Revised May 19, 2011, is included in the Appendices of this agenda item.

The professional education program is 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 professional education program has a designated dean, director, or chair with authority and responsibility for overall administration and operation and is

responsible for the alignment between the endorsement program competencies and the licensure regulations.

The *Implementation Manual for the Regulations Governing Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) addresses the standards that govern the review and accreditation of the professional education program; standards for biennial review and approval of education programs; indicators of achievement of each standard; and procedures for overall implementation of the regulations. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education must follow procedures and timelines as prescribed by the Department of Education.

Each Virginia professional education program seeking accreditation through a process approved by the Board of Education will be reviewed on a seven-year review cycle. Documents, such as the Institutional Report, annual data reports, On-site Team's Report of Findings, and Institutional Response (if needed), are part of the review process.

At the February 15, 2006, meeting, the Board of Education approved a recommendation of the Advisory Board on Teacher Education and Licensure to grant continuing education program [endorsement] approval to Sweet Briar College (SBC) and granted continuing [professional education] program approval to the College.

The following education programs (graduate level only) offered at Sweet Briar College are currently approved by the Virginia Board of Education:

- Dance Arts PreK-12;
- Elementary Education PreK-6;
- English;
- Foreign Languages PreK-12: French, German, Latin, and Spanish;
- Gifted Education (Add-on endorsement);
- History and Social Sciences;
- Mathematics;
- Music Education: Vocal/Choral PreK-12;
- Science: Biology, Chemistry, and Physics;
- Special Education-General Curriculum K-12;
- Theatre Arts PreK-12; and
- Visual Arts PreK-12.

The SBC Teacher Education Program does not offer any off-campus programs.

Summary of Important Issues:

Sweet Briar College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on September 18-21, 2012. Attached are the *Professional Education Program Review Team Report of Findings* and Sweet Briar College's *Institutional Response to the Professional Education Program Review Team Report of Findings*. The overall recommendation of the on-site review team was that the professional education program be "accredited." The team made this recommendation based on the information available in the 2012

Institutional Report, and the evidence available during the September 18-21, 2012, on-site visit. Below are the recommendations for each of the four standards:

Standard	Review Team 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 and 4:

...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. Field placements are currently managed by each course instructor, which is a burden to faculty and limits consistent oversight of placements. Additional staff (e.g., a field experience director) is needed to coordinate and manage school placements and to monitor field experience requirements for each candidate. Hiring of such staff would strengthen field oversight and relieve the burden on faculty.
2. It is difficult to track whether field requirements are met for each candidate because separate field logs are submitted for each individual field experience. Field experience placements and hours should be monitored on a master log sheet for each teacher candidate. It is recommended that SBC consider the development of a uniform template to record all field experiences on a master log for each candidate to facilitate record keeping.

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....*

...Weakness:

There was no evidence of a method for the systematic placement of candidates in clinical experiences to ensure that candidates gain experience in teaching students in diverse K-12 classes. The clinical placements (i.e., placements for field experiences) need to be more readily and purposely coordinated to ensure diversity of placements. It is recommended that Sweet Briar College provide additional personnel to the Education Department for the purpose of coordinating clinical placements of candidates with partnering school divisions.

Specific issues for each standard are identified in the *Report of Findings* (see Appendices) .

Impact on Fiscal and Human 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:

This item will be presented to the Board of Education for final review at the March 28, 2013, meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to accept the review team's recommendation and approve the professional education program at Sweet Briar College as "accredited," indicating that the program has met the standards as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Appendices

- *Professional Education Program Review Team Report of Findings*
- *Letter from Dr. Jo Ellen Parker, president, Sweet Briar College, in response to the Professional Education Program Review Team Report of Findings*
- *Board of Education Definition for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia As Required by the Title II of the Higher Education Act (HEA), Revised May 19, 2011*

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

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Sweet Briar College
Sweet Briar, Virginia
September 18-21, 2012

Members of the Review Team:

Dr. Donna Hardy Watson, Chair
Dr. Larry T. Ferguson
Dr. Karen L. Parker
Dr. Wayne White

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Sweet Briar College

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

Overall Recommendation: Accredited. The professional education program has met the standards as set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-60), effective September 21, 2007, and amended January 19, 2011.

I. Introduction:

Institutional Description

Overview

Sweet Briar College (SBC) is a private women's liberal arts and sciences college founded in 1901 by Indiana Fletcher Williams in memory of her only daughter, Daisy. The College is located in rural Central Virginia, 12 miles north of Lynchburg, 50 miles south of Charlottesville, and 165 miles southwest of Washington, D.C. Sweet Briar College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the bachelor's and master's levels, including bachelor of arts, bachelor of science, bachelor of fine arts, master of arts in teaching, and master of education degrees. Sweet Briar College also is a member of the College Entrance Examination Board and a contributing member of the American School of Classical Studies at Athens. The College offers more than 40 programs of study as well as self-designed and interdisciplinary majors. Students create and learn with an exceptional faculty and are guided in the pursuit of interests in academic coursework and through participation in internships, research opportunities, summer fellowships, service experiences, and independent study.

SBC models a learning community with students and approximately half of the faculty as well as many staff members living on campus. Hands-on opportunities for exploration and discovery are found in nearly every discipline from the classics and anthropology to the sciences and engineering. With 3,250 acres of rolling hills and meadows in the foothills of Virginia's Blue Ridge Mountains, including two lakes and six nature sanctuaries, an extensive network of walking, horseback riding, and hiking trails are found. History and archaeology students have a particularly rich setting in which to conduct research as the campus was a working plantation in the 18th and 19th centuries. In addition, Sweet Briar College's Tusculum Institute—an organization at the College dedicated to preserving and researching local history—offers students a unique opportunity to learn about the history of African Americans at SBC and in the surrounding region.

In 1932, SBC established an exchange program with the University of St. Andrews, Scotland. In 1948, the College began the renowned Junior Year in France Program, followed in 1984 by the Junior Year in Spain Program. SBC students study abroad in countries all over the world, including affiliated programs in Germany, Scotland, Italy, and Japan. In 1978, the Virginia Center for the Creative Arts (VCCA) affiliated with SBC and located at Mount San Angelo, a nearby estate belonging to the College. Today, the VCCA is one of the foremost working retreats for artists in the world and the only one with direct ties to a college or university. In 2011, the Engineering Program earned accreditation from the Accreditation Board for Engineering and Technology (ABET) and is only the second ABET accredited engineering program at a women's college.

Sweet Briar College is a residential college; 95 percent of the full-time traditional student body lives on campus. The average SAT score of entering first-year students is 1060 (Verbal and Mathematics scores combined); the average ACT score is 24. The average high school Grade Point Average (GPA) for entering students is 3.4 on a four-point scale: 20 percent of incoming

first-year students are in the top 10 percent of their class; 50 percent are ranked in the top 20 percent, and 82 percent are ranked in the top 50 percent. The retention rate for the first-year cohort entering fall 2010 was 77.8 percent. The student-to-faculty ratio is 7.7 to one, and the average class size is 11 students. Eighty-three percent of full-time faculty hold a terminal degree.

The College has an undergraduate enrollment of approximately 605 for 2011-2012—300 students from Virginia, 293 students from other states, and 12 students from five different countries. The graduate student enrollment is 15.

Total Student Enrollment for 2011-2012	
Traditional	593
Turning Point Adult Program	12
Full-time	600
Part-time	5
Master of Arts in Teaching (MAT)	10
Master of Education (M.Ed.)	5

SBC’s curriculum is organized on the premise that a foundation in the liberal arts enhances the development of critical and creative abilities, develops the ability to synthesize disparate information, equips the student for graduate and professional education, and encourages the individual to continue to learn long after leaving the College.

The following SBC mission was approved by the Board of Directors in May 2004:

Sweet Briar College empowers and educates young women to build and reshape their world however their passions lead them. Sweet Briar prepares women (and at the graduate level, men as well) to be productive, responsible members of a world community. It focuses on personal and professional achievement through a customized educational program that combines the liberal arts, preparation for careers and individual development. The faculty and staff guide students to become active learners, to reason clearly, to speak and write persuasively and to lead with integrity. They do so by creating an educational environment that is both intense and supportive and where learning occurs in many different venues, including the classroom, the community and the world.

The Professional Education Program

In keeping with the mission of the College, SBC’s Teacher Education Program is dedicated to preparing highly qualified professionals who are lifelong learners, responsive to the rapidly changing world, and capable of assuming leadership roles. To this end, graduates become content experts in order to design rigorous, thoughtful, and authentic curriculum aligned with state and national standards. The Education Department at SBC prepares professionals who inform and engage minds, refine curriculum and instruction, and inspire through innovation. To meet the needs of diverse learners in today’s inclusive classrooms, the SBC Education Program

prepares professionals who are adept at differentiating instruction. Graduates of the program demonstrate proficiency through reflective analysis and self-assessment. By developing technological competency and collaborating with peers and professionals in the field, graduates are prepared to become teacher leaders for the 21st century.

The professional education program at SBC offers two degrees in education at the graduate level. The Master of Education (M.Ed.) degree provides an opportunity for practicing teachers to earn the master's degree. Leading to a teaching license in one or more elementary, secondary, or special education endorsements, the Master of Arts in Teaching (MAT) degree is a five-year program combining the bachelor's and master's degrees. Those seeking elementary licensure complete liberal studies major in their undergraduate program; secondary education students complete their undergraduate degree in a content area. Even though they complete requirements for the MAT in the following year, students take education courses and complete field experience requirements throughout the program beginning in the first year of study. Student teaching is completed only in the spring semester.

SBC currently offers the following Board of Education approved teaching endorsement areas at the graduate level:

- Dance Arts PreK-12
- Elementary Education PreK-6
- English
- Foreign Languages PreK-12: French, German, Latin, and Spanish
- Gifted Education (Add-on endorsement)
- History and Social Sciences
- Mathematics
- Music Education: Vocal/Choral PreK-12
- Science: Biology, Chemistry, and Physics
- Special Education – General Curriculum K-12
- Theater Arts PreK-12
- Visual Arts PreK-12

The Teacher Education Program does not offer any off-campus programs.

Small classes result in individualized instruction and mentoring. Enrollment for 2011-2012 was 10 MAT candidates, five of whom received the endorsement in special education and four M.Ed. candidates. There are 13 MAT candidates and one M.Ed. candidate enrolled for 2012-2013.

The SBC Teacher Education Program has Virginia Board of Education approved partnership agreements with the school divisions of Amherst County, Campbell County, Nelson County, and Lynchburg City. The following chart shows the demographic data of the service area:

Frequency Distribution of Total Students in School Divisions that Partner with Sweet Briar College											
School Year	Division	Total Students	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific	White	Two or More Races	Economically Disadvantaged	Students with Disabilities
2011-2012	Amherst County	4,526	1.0%	0.5%	23.5%	2.6%	0.0%	68.3%	0.0%	47.3%	12.2%
2011-2012	Campbell County	8,371	0.4%	1.1%	17.0%	2.0%	0.1%	76.4%	0.1%	41.2%	10.5%
2011-2012	Lynchburg City	8,688	0.3%	2.3%	50.7%	3.1%	0.1%	37.5%	0.1%	64.4%	11.2%
2011-2012	Nelson County	1,983	0.1%	0.5%	13.7%	6.6%	0.0%	73.6%	0.0%	49.8%	13.1%

Since the last Board of Education accreditation on-site visit, the following modifications have been made to the SBC Teacher Education Program:

- Two teaching endorsement areas were added: Gifted Education (Add-on endorsement) and Special Education-General Curriculum K-12 endorsement.
- The Teacher Education program conceptual framework was revised; program competencies were realigned, and the final student teaching evaluation requirements were revised to reflect these changes.
- Educational technology was increased throughout the program, particularly in EDUC 355: Models of Teaching, including use of SmartBoard, WebQuests, portaportal, and student response systems.
- Alignment of coursework in the two literacy development courses has been improved.
- A management course component was added to the student teaching experience.
- Education faculty collaborated with department heads in the liberal arts and sciences to better align coursework with Virginia Department of Education (VDOE) program competency matrices.
- Administrative assistance for the Teacher Education Program was increased by 20 hours per week to help with data management and departmental needs.

II. Findings for Each Standard:

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

STANDARD 1

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

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

The mission statement, philosophy, and goals for the Department of Education at Sweet Briar College are published on the education Web site at <http://sbc.edu/education> and in the *Student Teaching Handbook* (page 4):

Mission Statement

In keeping with the mission of the college, Sweet Briar's Education Department is dedicated to preparing highly qualified professionals who are lifelong learners, responsive to the rapidly changing world, and capable of assuming leadership roles. To this end, our graduates become content experts in order to design rigorous, thoughtful, and authentic curriculum aligned with state and national standards. To meet the needs of diverse learners in today's inclusive classrooms, the Sweet Briar Education program prepares professionals who are adept at differentiating instruction. Graduates of Sweet Briar's education program demonstrate proficiency through reflective analysis and self-assessment. By developing technological competency and collaborating with peers and professionals in the field, our graduates are prepared to become teacher leaders for the 21st century. The Education Department at Sweet Briar College prepares professionals who inform and engage minds, refine curriculum and instruction, and inspire through innovation.

Philosophy

The conceptual framework of the Master of Arts in Teaching and Master of Education programs at Sweet Briar College has evolved over the past decade to embody a vision of teaching and learning that is grounded in research and shared by the Education Department and the Arts and Science faculty at the college. The key elements that frame teacher preparation at Sweet Briar and serve as a framework for designing coursework, setting performance standards, inspiring research, and driving program evaluation are:

- A. Content expertise;*
- B. Reflective professional practice and growth; and*
- C. Pedagogical skills based on the principles of differentiation.*

We believe these core elements of our conceptual framework are pivotal in defining how people learn and learn to teach.

Goals

The goals of the Teacher Education programs include the following:

- *To enable students to develop the skills necessary to apply effective instructional strategies to meet the diverse learning needs of all children (incorporating the requirements for Virginia licensure and those of reciprocal states);*
- *To develop professional attitudes and behaviors in pre-service teachers, which include skills in organization, planning, time management, and critical reflection and qualities such as initiative, commitment, and responsibility;*
- *To develop positive values toward diversity and skills in meeting the needs of culturally and educationally diverse children;*
- *To develop skills in using technology as an effective teaching and management tool; and*
- *To prepare prospective teachers to become leaders in education by complementing a strong liberal arts foundation with a well-planned sequence of professional education courses and multiple field experiences.*

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

The specific knowledge and skills necessary for entry level competence are represented by the *Sweet Briar College Performance Standards and Indicators*. These indicators were developed based on the InTASC Principles and were aligned with the three core elements of the SBC conceptual framework: content expertise; reflective professional practice and growth; and pedagogical skills based on the principles of differentiation.

The indicators provide a uniform standard to be used throughout the program. The *Sweet Briar College Performance Standards and Indicators*, included in the following chart, are published in the *Field Experience Guide* for use from the first field experience associated with the introductory course in education through the culminating field experience in student teaching.

Sweet Briar College Performance Standards and Indicators

(Excerpt from SBC *Field Experience Guide*, page 3)

<i>Performance Standard</i>	<i>Performance Indicators</i>
<i>A. Content Expertise</i>	<ol style="list-style-type: none"> 1. Designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals, as expressed by local, state, and national content standards. 2. Understands central concepts, tools of inquiry, and structures of the discipline(s) taught and creates learning experiences that make the subject matter meaningful for all students. 3. Uses instructional materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills. 4. Actively implements a classroom management plan that fosters a safe and positive learning environment for students and staff. 5. Manages classroom procedures to maximize academic learning time.
<i>B. Pedagogical Skills Based on the Principles of Differentiation</i>	<ol style="list-style-type: none"> 1. Diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students. 2. Uses a variety of assessment strategies and instruments to make instructional decisions to improve student learning. 3. Identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments. 4. Understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs. 5. Selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning. 6. Establishes and maintains rapport with students. 7. Creates a supportive learning environment for all students that encourages social interaction, active engagement in learning and self-motivation.
<i>C. Reflective Professional Practice and Growth</i>	<ol style="list-style-type: none"> 1. Is a reflective practitioner who actively seeks out opportunities to grow professionally. 2. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom. 3. Works collaboratively with staff, families, and community resources to support the success of a diverse student population.

<i>Performance Standard</i>	<i>Performance Indicators</i>
	4. Models professional and ethical standards as well as personal integrity in all interactions.

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

Program Status Matrices were submitted for review by the Virginia Department of Education in December 2008 (Excerpt from SBC’s report on *Conditions for Qualifying* for Board of Education Accreditation, pages 93-162) and revised for the current on-site visit. An examination of the matrices validates the alignment of SBC coursework for each endorsement with the Virginia *Standards of Learning*, as well as Virginia requirements and competencies for teachers.

Sweet Briar College references the InTASC Model Core Teaching Standards to provide a knowledge base that reflects current research and best educational practice. Published by the Interstate Teacher Assessment and Support Consortium, the InTASC Model Core Teaching Standards outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts (*InTASC Model Core Teaching Standards: A Resource for State Dialogue*, April 2011).

The following chart demonstrates the alignment of the SBC Performance Indicators with InTASC Model Core Teaching Standards and the *Virginia Standards for the Professional Practice of Teachers*:

<i>SBC Performance Indicators</i>	<i>InTASC Model Core Teaching Standard</i>	<i>Virginia Standards for the Professional Practice of Teachers</i>
A. CONTENT EXPERTISE		
<p>A1. The highly qualified professional designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals, as expressed by local, state, and national content standards.</p>	<p>Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s); he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Standard Three: Planning, Delivery and Assessment of Instruction.</p> <p>Standard Two: Knowledge of Content</p>
<p>A2. The highly qualified professional understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and creates learning experiences that make the subject matter meaningful for all students.</p>	<p>Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Standard Two: Knowledge of Content</p>

SBC Performance Indicators	<i>InTASC Model Core Teaching Standard</i>	<i>Virginia Standards for the Professional Practice of Teachers</i>
<i>A. CONTENT EXPERTISE</i>		
<p>A3. The highly qualified professional uses instructional materials, technology, accommodations, and resources that promote the development of critical thinking, problem solving, and performance skills.</p>	<p><i>Standard #2: Learning Differences:</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p><i>Standard One:</i> Knowledge of Students</p>
<p>A4. The highly qualified professional actively implements a classroom management plan that fosters a safe and positive learning environment for students and staff.</p>	<p><i>Standard #3: Learning Environments:</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p><i>Standard Four:</i> Safe, Effective Learning Environment</p>
<p>A5. The highly qualified professional manages classroom procedures to maximize academic learning time.</p>	<p><i>Standard #3: Learning Environments:</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p><i>Standard Four:</i> Safe, Effective Learning Environment</p>

<i>SBC Performance Indicators</i>	<i>InTASC Model Core Teaching Standard</i>	<i>Virginia Standards for the Professional Practice of Teachers</i>
B. PEDAGOGICAL SKILLS BASED ON THE PRINCIPLES OF DIFFERENTIATION		
<p>B1. The highly qualified professional diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students, including students with special needs.</p>	<p>Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Standard One: Knowledge of Students</p> <p>Standard Three: Planning, Delivery, and Assessment of Instruction</p>
<p>B2. The highly qualified professional uses a variety of assessment strategies and instruments to make instructional decisions to improve student learning.</p>	<p>Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p>Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Standard Three: Planning, Delivery, and Assessment of Instruction</p>

<i>SBC Performance Indicators</i>	<i>InTASC Model Core Teaching Standard</i>	<i>Virginia Standards for the Professional Practice of Teachers</i>
<i>B. PEDAGOGICAL SKILLS BASED ON THE PRINCIPLES OF DIFFERENTIATION</i>		
B3. The highly qualified professional identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.	Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	Standard Three: Planning, Delivery, and Assessment of Instruction
B4. The highly qualified professional understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.	Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Standard One: Knowledge of Students
B5. The highly qualified professional selects, evaluates, and refines a variety of teaching methods, instructional strategies, and accommodations for the active engagement of students and improvement of student learning.	Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Standard Three: Planning, Delivery, and Assessment of Instruction
B6. The highly qualified professional establishes and maintains rapport with students.	Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Standard Four: Safe, Effective Learning Environment

SBC Performance Indicators	<i>InTASC Model Core Teaching Standard</i>	<i>Virginia Standards for the Professional Practice of Teachers</i>
<i>B. PEDAGOGICAL SKILLS BASED ON THE PRINCIPLES OF DIFFERENTIATION</i>		
<p>B7. The highly qualified professional creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.</p>	<p>Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Standard Four: Safe, Effective Learning Environment</p>

<i>SBC Performance Indicators</i>	<i>InTASC Model Core Teaching Standard</i>	<i>Virginia Standards for the Professional Practice of Teachers</i>
<i>C. REFLECTIVE PROFESSIONAL PRACTICE AND GROWTH</i>		
<p>C1. The highly qualified professional is a reflective practitioner who actively seeks out opportunities to grow professionally.</p>	<p>Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Standard Six: Professionalism</p>
<p>C2. The highly qualified professional uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.</p>	<p>Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Standard Five: Communication and Collaboration</p>

<i>SBC Performance Indicators</i>	<i>InTASC Model Core Teaching Standard</i>	<i>Virginia Standards for the Professional Practice of Teachers</i>
<i>C. REFLECTIVE PROFESSIONAL PRACTICE AND GROWTH</i>		
C3. The highly qualified professional works collaboratively with staff, families, and community resources to support the success of a diverse student population.	Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Standard Five: Communication and Collaboration
C4. The highly qualified professional models professional and ethical standards as well as personal integrity in all interactions.	Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Standard Six: Professionalism

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

In interviews with the Teacher Education Advisory Committee, committee members indicated that they have a voice in decisions regarding the framework of the Teacher Education Program. Committee members interviewed included faculty from the arts and sciences as well as education students. The SBC conceptual framework is implemented through a preparation program that is designed to be seamless in nature from preparation to practice. Sweet Briar College graduates develop essential knowledge, understandings, and skills in each of the core areas of the conceptual framework to prepare them to be innovative teacher leaders in today’s increasingly diverse classrooms (Excerpt from SBC’s report on *Conditions for Qualifying* for Board of Education Accreditation, pages 64-67).

Content Expertise

Consistent throughout the SBC teacher education program is a commitment that graduates will be able to teach in ways that engage, compel, and satisfy their students. In order for program graduates to meet the challenge of high standards and accountability, they must be prepared to design clearly focused curriculum based on

individual needs and designed to build enduring understandings (Darling-Hammond & Bransford, 2005). Creating a clear definition of what students should know, understand, and be able to do as a result of a learning experience forms the core of teaching for understanding. The ability to design well-articulated curriculum depends on specific, disciplinary content knowledge gained through rigorous study in the humanities, arts, sciences, and pedagogy (Grossman, 1990; Grossman, Wilson, Shulman, 1989; Shulman, 1986). By building content expertise around concepts and enduring understandings in disciplinary studies and pedagogy, SBC faculty are able to model emphasis on responsive teaching by providing “multiple entry points” (Faulk, 1999) that honor a diversity of learning styles. SBC faculty believe that professionals must have rich and varied opportunities to link in-depth content knowledge and pedagogy through practice (Grossman, et al., 2009; Ball & Forzani, 2009; Lampert & Graziani, 2009). Therefore, every course in the SBC Teacher Education Program is linked to a field experience (Excerpt from SBC’s report on *Conditions for Qualifying* for Board of Education Accreditation, page 66).

Pedagogical Skills Based on the Principles of Differentiation

Emphasis on differentiation is rooted in the knowledge that designing curriculum and instruction for a range of learners and learning styles is characteristic of good teaching (Darling-Hammond & Bransford, 2005). In targeting this as the second core element of the SBC program framework, faculty recognize that building expertise in differentiation for pre-service teachers is challenging but attainable if teacher preparation is supported by collaboration and reflection (Tomlinson, et al., 1995).

Teachers in differentiated classes use time flexibly, call upon a range of instructional strategies, and become partners with their students to see that both what is learned and the learning environment are shaped to the learner. They do not force-fit learners into a standard mold. You might say these teachers are students of their students.... They do not reach for standardized, mass-produced instruction assumed to be a good fit for all students because they recognize that students are individuals (Tomlinson, 1999, page 2). (Excerpt from SBC’s report on *Conditions for Qualifying* for Board of Education Accreditation, page 67).

Reflective Professional Practice and Growth

Reflective practice, the third core element of the SBC framework, involves the critical assessment of the ends, means, and contexts of teaching in order for graduates to better replicate current practices suggested by research (Schön, 1983; Zeichner & Liston, 1996). A critical pedagogy allows SBC teacher candidates to analyze the appropriateness of the knowledge they use, organize, and apply as they demonstrate content expertise. Providing opportunities for students to self-assess on three levels, reflective inquiry calls for teacher candidates to evaluate their own developing knowledge work, determine how well they can use that work to design standards-based lessons for K-12 students, and measure how successfully students put knowledge, understanding, and skills to use. Reflective inquiry is compatible with

SBC's focus on constructivism and the emphasis placed on enduring understandings as part of developing content expertise. Reflection encourages SBC students to make connections across disciplines, see the relevance between teacher preparation and the real classroom, and generate unique answers to the challenges of teaching that help them become teacher leaders (Excerpt from SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, page 68).

5. The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in PreK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences.

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

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

The Sweet Briar College program design emphasizes cohesion among the general, content, and professional courses for the teaching area. For each SBC teacher licensure area, a course of study was designed to meet the requirements of the Program Status Matrix (Excerpt from SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, pages 93-162) and to meet the requirements of the major. Members of the SBC Education Department confer with the chairs of each academic department to create, update, reflect on, and adjust the matrix to achieve maximum correlation to the Virginia Department of Education requirements and *Virginia Standards of Learning*. In addition, department chairs consult with the SBC Education Department for changes in the major that may affect teacher licensure in their content area. The final student teaching evaluation was developed using the InTASC and *Virginia Standards for the Professional Practice of Teachers*. The final evaluation also considers the three themes of content expertise, reflective practice and growth, and pedagogical skills based on the principles of differentiation in the conceptual framework.

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

Post-baccalaureate candidates are required to complete an undergraduate degree from a regionally accredited college or university with a minimum undergraduate GPA of 2.75. Program completers have achieved a 100 percent pass rate for the Praxis II content assessments.

The following chart provides a description of the entry assessment of academic competence required in the SBC Teacher Education Program:

Assessment of Academic Competence

<i>Skill Area</i>	<i>Assessment Instrument</i>	<i>Time Frame</i>
Writing	Placement Test (English Department) or successful completion of ENGL 104 or equivalent	Completed prior to application to Teacher Education Program
Writing	Successful completion of two writing intensive courses, one of which is in the major area	Completed prior to baccalaureate graduation
Writing	Praxis I Writing Assessment	Completed prior to application to Teacher Education Program
Reading	Praxis I Reading Assessment	Completed prior to application to Teacher Education Program
Mathematics	Praxis I Mathematics Assessment	Completed prior to application to Teacher Education Program
Oral Communication	Successful completion of two oral communication intensive courses and demonstration of effective oral communication in classes and field experiences	Completed prior to baccalaureate graduation
Content/Subject Knowledge as per Teacher Licensure Program Matrix	At the end of each academic course	Students maintain a 2.75 overall GPA and a 3.0 GPA in professional courses

In addition to passing the Praxis I, Praxis II, and VCLA assessments, teacher candidates completing the Teacher Education Program at SBC maintain a cumulative GPA of 2.75 and a 3.0 in professional studies. Courses are carefully aligned with the Virginia Department of Education Program Matrix for each licensure program, and alignment is monitored yearly through meetings with Department Chairs and the Teacher Education Committee. *Virginia Standards of Learning* and national standards for each subject area are distributed to faculty to ensure that they are aware of the content that teacher candidates will be expected to teach.

(Excerpt from SBC's report on *Conditions for Qualifying for Board of Education Accreditation*, page 47)

What	How	When	Recent Findings
Summative Assessment of Student Achievement	Final Grades	End of course	<p>What Works:</p> <ul style="list-style-type: none"> • Majority of students meeting performance benchmarks once accepted to the program • Majority of field experiences successful • Papers, discussions, project work shows increasing competencies • Students internalizing rationale for differentiation • More use of rubrics in courses • Gates working better to prevent students slipping through the cracks <p>What Needs Work:</p> <ul style="list-style-type: none"> • Continual assessment of program content with Virginia Department of Education matrices

Virginia *Standards of Learning* and national standards for content areas are the major foci for curricular decisions as teacher candidates plan and develop units and create lesson plans. Evidence of the standards is required for both unit plans and lesson plans. In addition, each professional course provides teacher candidates with the opportunity to learn effective teaching strategies that will help meet the needs of diverse learners and opportunities to put those strategies into action in the classroom through multiple assignments at a variety of appropriate grade levels.

Virginia Technology Standards for Teachers are published in the *Field Experience Guide* and are taught within each of the professional education courses required by the program. SBC is well equipped to promote technology expertise with software, state-of-the-art hardware, and a proficient and helpful technology staff. Teacher candidates use technology to create learning instruments, instructional materials and research presentations. Online posting of documents is common practice through the education program. Instructors model the use of technology in professional education courses. Student computer

projects and performance checklists demonstrate practical applications of each technology standard.

There is an overlap of general education and major requirements for the Liberal Studies major, which was designed to address knowledge and skills competencies for elementary licensure. Departments offering majors in endorsement areas have given careful consideration to addressing knowledge and skills competencies.

Dispositions of the candidates are evaluated from feedback gained from field experience teachers in the program. Students reflect on their dispositions in their entrance essay for the MAT. In addition, clinical faculty and college supervisors monitor dispositions on the final student teaching assessment. Students reflect on their dispositions again in writing their responses to the InTASC standards in their student teaching portfolio.

Candidate attainment of knowledge and skills in each competency is measured by Praxis II content area assessment scores, candidate work samples, evaluations of candidates, and summary results of candidate assessments upon entering the program. Faculty maintain random samples of student work, but this archive will become more formal and intentional with the implementation of the new ePortfolio pilot.

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

Criteria for proficiency in the student teaching experience are outlined in the final evaluation form completed by the Clinical Faculty Member and the College Supervisor at the end of the experience. The final grade is awarded by the College Supervisor, with input from the Clinical Faculty and the student teacher. The grade reflects the quality of the student teacher's performance in the classroom. Other considerations include professional attitude, motivation, content presentation, and classroom management.

The Teacher Education Program requires teacher candidates to pass the Praxis I Reading, Writing, and Mathematics examinations or to achieve the state composite score, or provide SAT/ACT/VCLA equivalent scores before being admitted to the program and pursuing 300-level coursework. Passing scores on the Praxis II Content Assessment are required for acceptance of the applicant to the MAT program and for recommendation for licensure. Requirements for application to the Teacher Education Program are reviewed in the initial education course, including Praxis I assessment requirements and SAT/ACT/VCLA equivalent scores. Test preparation resources are discussed at this time. Faculty in the Arts and Sciences are aware that teacher candidates must take the Praxis II Content Assessment and provide support through advising and instruction.

Passing scores of SBC program completers for the tests required for Virginia teaching licensure are verified in copies of the *Title II Reports* for 2005-2010 (Excerpt from SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, pages 209-321).

Strengths and suggestions based on the final evaluation of student teachers are summarized in the following chart:

(Excerpt from SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, page 50)

What	How	When	Recent Findings
Final Evaluation of Student Teacher	Performance Indicators	End of Student Teaching	<p>What Works:</p> <ul style="list-style-type: none"> • Almost all students meeting expectations across all competencies • Very professional in conduct • Following all policies and guidelines • Using varied strategies to meet individual needs • Creating positive classroom climate • Good use of classroom management techniques <p>What Needs Work:</p> <ul style="list-style-type: none"> • Articulating how we will measure the impact of dispositions • Clearer connection articulated between competencies and InTASC standards

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

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

- a. *Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for*

a variety of students, and to practice in settings with students of diverse backgrounds.

At Sweet Briar College, field experiences are part of each professional course and provide teacher candidates with supervised opportunities to implement selected teaching and assessment strategies. Whenever possible, the department places students in classrooms with clinical faculty trained by the college in mentoring and differentiation of instruction. Placing teacher candidates in field experiences in suburban and rural schools with diverse populations allows them opportunities to evaluate the effectiveness of their instruction in helping each student to be successful. The education unit has developed a *Field Experience Guide* to provide supervisors with performance expectations and materials that support field experiences. The following charts depict the range of SBC clinical experiences:

Sweet Briar College Clinical Experiences

<i>Course Number and Title</i>	<i>Clinical Experience</i>
EDUC 103 (3) Teaching, Learning and Human Development	Participation in the <i>Big Sister Program</i> or as a class tutor - Tye River Elementary, Nelson County (minimum of <u>10 hours</u> of clinical experience required): Students perform a variety of tasks designed to help them link theory to practice. They teach one lesson, either to a small group or a whole class as determined by the cooperating teacher and the student.
EDUC 107 (3) Early Childhood Education: Theory and Practice	The observation of developmentally appropriate practices in instruction, planning, and management is addressed. Students experience hands-on teaching in small and whole groups with four- and five-year olds. A minimum of <u>24 hours</u> is required.
EDUC 211 (3) The Exceptional Learner	Field Placement in a K-12 inclusion classroom with a minimum of <u>6 hours</u> of clinical experience is required. Students focus on special education practices and teach one individualized lesson with a special needs student.
EDUC 225 (3) Literacy Development I	Field placement in an elementary classroom with <u>12 hours</u> per semester of observation, literacy assessment, lesson design, instruction, and reflective analysis is required.
EDUC 227 (3) Literacy Development II	Field placement in an elementary classroom with <u>12 hours</u> per semester of observation, literacy assessment, lesson design, instruction, and reflective analysis in the form of three case studies is required.
EDUC 233 (3) Reading in the Content Areas	Field placement in a secondary classroom with <u>12 hours</u> of observation, literacy assessment, lesson design, instruction, and reflective analysis per semester is required.
EDUC 316	In the field experience, each student will assess student behavior and develop a behavior modification program. Data will be collected and results will be presented in class.

	The class requires <u>10 hours</u> of field experience per semester.
EDUC 322	Each student is expected to administer, score, and interpret three standardized assessments. Individualized Education Plan goals will be written based on the interpretations of assessment results. The class requires <u>10 hours</u> of field experience per semester.
EDUC 355 (3) Models of Teaching	Field placement in elementary/middle/high schools with <u>12 hours</u> of observation, assessment, curriculum design and instruction, and reflective analysis is required. Students complete a class profile analysis to find out who their learners are and have the option of incorporating these data into the lessons. Students teach two complete class lessons that feature one of the models they have studied. They develop a WebQuest, which they use with the class. Technology must be incorporated in both lessons.
EDUC 377 (3) Internship	A <u>120-hour</u> apprenticeship during May in the Junior year is required. Students complete observation tasks and teach three separate lessons.
EDUC 410	Each SBC student will serve as a job mentor for a high school transition student as the transition student works in a job placement on the college campus. The course requires <u>12 hours</u> per semester of field experience as well as serving as consultant to the transition student's College supervisor.
EDUC 416 (3) Introduction to Curriculum Design	Field placement (with clinical faculty trained in differentiation whenever possible) with <u>12 hours</u> of observation, assessment, lesson planning, instruction, and reflection and analysis is required. Students complete class profile data analysis and use the data that they have gathered, along with pre-assessment data, to design and teach two differentiated lessons. Lessons may be differentiated the same way (i.e., by readiness, interest-based, etc.).

Field Experiences at the Graduate Level

(Beginning with the class of 2007, only the five-year program was available.)

<i>Course Number and Title</i>	<i>Clinical Experience</i>
EDUC 633 (3) Instructional Strategies for the Differentiated Classroom	<u>Twelve hours</u> of observation, assessment, lesson planning, teaching, and reflection and analysis (participation in study group with field experience teachers for MAT students only) are required. Students complete data analysis on a class; this is the same class that they will have for student teaching. Students must design and teach two differentiated lessons.

	These lessons must incorporate iPad/Thinkfinity resources and use the strategies learned in class to differentiate instruction. The lessons should be differentiated in different ways (i.e., one can be readiness; one can be interest-based, etc.).
EDUC 644 (9) Student Teaching, PreK-12	Portfolio documentation of clinical experience, including <u>400 hours</u> of field experience is required.

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

The Teacher Education Program provides candidates with a continuum of field experiences in PreK-12 schools from the introductory education course through the student teaching experience. In interviews, teacher candidates and recent alumni were enthusiastic about the number and variety of field placements throughout their program.

However, field placements are currently managed by each course instructor, which is a burden to faculty and limits consistent oversight of placements. Also, it is difficult to track whether field requirements are met for each candidate because separate field logs are submitted for each individual field experience. It is recommended that SBC consider the development of a uniform template to record all field experiences on a master log for each candidate to facilitate record keeping. Hiring a field experience director is recommended to make school placements and to monitor field experience requirements for each candidate in order to strengthen field oversight and relieve the burden on faculty.

Strengths and suggestions for the field experience assignments are summarized in the following chart:

(Excerpt from SBC's report on *Conditions for Qualifying for Board of Education Accreditation*, page 47)

What	How	When	Recent Findings by SBC
Field Experiences	Log of Hours, Completion of Course Assignments, Mentor Evaluations	All courses in program with exception of summer graduate courses and EDUC 619 and 625	<p>What Works:</p> <ul style="list-style-type: none"> • Field experiences build upon one another throughout the course of the program. • Field work is clinical in nature. • Revised mentor teacher evaluations provide valuable input. • Need for differentiation is apparent through all experiences. • Placement in all field experiences provides a range of grade level experience for endorsement. • Approximately 600 hours of clinical field work provided. • Student teachers complete field experience in student teaching classroom the semester before student teaching. <p>What Needs Work:</p> <ul style="list-style-type: none"> • It would be great to have a field placement coordinator. • More fully articulate how clinical experiences build on one another. • Consider a full year of student teaching experience. • Train more clinical faculty in differentiation, especially in very specialized areas (e.g., physics, art, some languages).

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

As indicated in the summary table of *Sweet Briar College Clinical Experiences*, in section 6a, SBC's education students have well over 300 clock hours and exceed the

expectations of the Virginia Department of Education requirements. Students begin with clinical experience in the very first education class and continue in every subsequent class up until the MAT year. In the undergraduate program, students complete a 120-hour internship in addition to approximately 70 hours in clinical experiences. During the MAT year, students have a minimum of 12 hours of field experiences in the fall semester and 400 clock hours in the student teaching experience.

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

Since every undergraduate EDUC class has a clinical experience attached, candidates have immediate access to classrooms in which to translate what they are learning in classes to clinical practice. In addition, candidates learn the “ins and outs” of teaching all day every day in the three-week intensive internship experience.

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

Teacher candidates are given feedback from professors in their major and participate in individual conferences with the Education Department faculty. Letters of recommendation from faculty members in the major are required for admission into the Teacher Education Program. Faculty in the arts and sciences are available to support the teacher candidates through advising, consultations, or by classroom teaching experiences.

Student teachers are evaluated by clinical faculty and college supervisors in their field experiences. Each completes four formal observations, for a total of eight formal observations, in addition to informal observations conducted by the clinical faculty member and/or college supervisor. Mid-term and final evaluations are completed for each student by the clinical faculty member and college supervisor. In addition, students are required to analyze and evaluate their own performance in their clinical practice. On course evaluations, students are asked to reflect on their performance and participation in class.

Assessment of Student Teachers – Program Exit 2011

1 = Expectations Not Met; 2 = Meets Expectations; 3 = Exceeds Expectations

<i>Content Expertise</i>					<i>Pedagogical Skills Based on the Principles of Differentiation</i>							<i>Reflective Professional Practice and Growth</i>				Indiv. Avg.	
A.1	A.2	A.3	A.4	A.5	B.1	B.2	B.3	B.4	B.5	B.6	B.7	C.1	C.2	C.3	C.4		
3.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.9
3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	2.3
2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.1
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
2.5	2.0	2.5	2.5	3.0	3.0	3.0	3.0	3.0	2.5	2.5	2.5	2.5	2.5	3.0	2.0	2.0	2.6
2.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.8
2.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.2
2.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.5	2.0	2.0	2.0	2.2
2.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.2
2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.8
2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.5	2.0	2.0	2.0	2.0	2.0	2.5	2.0	2.0	2.1
2.3	2.3	2.4	2.3	2.4	2.5	2.4	2.5	2.5	2.5	2.5	2.4	2.5	2.5	2.5	2.4	2.4	
AREAS											TOTAL AVERAGE						
<i>Content Expertise</i>											2.33						
<i>Pedagogical Skills Based on the Principles of Differentiation</i>											2.46		<i>CF = Clinical Faculty Evaluation</i>				
<i>Reflective Professional Practice and Growth</i>											2.45		<i>CS = College Supervisor Evaluation</i>				

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

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

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

The preparation of teacher candidates at SBC is the shared responsibility of the entire College and involves many members of the College faculty and staff. Teacher licensure programs are carefully designed in collaboration with arts and sciences faculty. The goal is to provide a program rich in the liberal arts that fosters candidate growth, confidence, and competence to assume the responsibilities of teaching in a professional and reflective manner.

Faculty members in the Education Department work in collaboration with faculty in the arts and sciences, social sciences, and humanities in a variety of ways. General Education requirements ensure continuing collaboration between liberal arts and sciences and the Education Department. The Liberal Studies major is an interdisciplinary major for candidates seeking PreK-6 licensure, designed and reviewed with the cooperation of the liberal arts and sciences faculty. Through the collaboration of Education and arts and sciences faculty as well as in-service teachers, the goal is to integrate content and pedagogy through the alignment of the Virginia Program Matrix requirements for each of the initial teacher licensure areas offered.

Semi-annual meetings are held with the Teacher Education Advisory Committee for the purpose of reviewing programs and requirements and to discuss other matters of concern to the faculty. The Education faculty meet with faculty from various departments to discuss appropriate courses that meet Virginia teacher licensure requirements, to address and to familiarize the faculty with the Virginia *Standards of Learning*, and to develop ways to provide teacher candidates with a solid foundation in the content they will be required to teach.

Faculty from the liberal arts provide students opportunities to reflect on and integrate the liberal arts disciplines into their thinking about teaching and learning.

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

The SBC Education Department, in collaboration with Amherst, Appomattox, Bedford, Campbell, and Nelson County Public Schools, Lynchburg College's School of Education, and Randolph College's Department of Education, work together on designing and implementing clinical faculty grants. These collaborative projects support pre-service and beginning teachers in making a smooth transition from teacher preparation into full-time teaching.

Each project is focused on creating a seamless process for building pedagogy, developing documentation of performance aligned with Virginia's *Standards of Learning*, and providing mentoring support through Mentor Teacher/Clinical Faculty training. While the objectives change with each grant, the Santa Cruz Model is used to train mentor/clinical faculty members, and for the past two years, leadership training has been incorporated for the participants.

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

Sweet Briar College submitted to the Virginia Department of Education a list of partnerships with PreK-12 schools in the *Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and*

Collaborations report. Copies of the reports are included in the following chart and are provided in SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, pages 163-174.

<i>Partnership</i>	<i>Description of PreK-12 School Needs</i>	<i>Partners</i>
Transition to Work	Coaching from pre-service special education students helps high school special needs students build skills in applying for jobs, interviewing, developing confidence and self-determination.	Amherst County Public Schools; Amherst County High School; and Sweet Briar College Education Department
Web-based Lesson Plan for <i>History and Social Sciences Standards of Learning (SOL)</i>	The 40+ teachers who attended the 2012 "Teaching with Historic Places" conference had an illustrated lesson plan with PowerPoint slides and ready-made historic resources to use in classroom instruction.	Sweet Briar College and Teachers from Baltimore, Maryland City Schools
Web-based Treasure Hunt of Charlottesville's Court Square	This online resource provides support for fourth and fifth graders' tours of the Court Square area in Charlottesville, Virginia. Please see: www.locohistory.org/Albemarle/kids_tour1.shtml .	Albemarle County Schools; Albemarle/Charlottesville Historical Society; Sweet Briar College
Web-based Architectural Treasure Hunt	This Web site teaches elementary students about architectural styles. It provides engaging access to social studies content and allows students who cannot visit the mall to take a virtual field trip. Please see: www.sequent.org/lynn/Mall_home.html .	Sweet Briar College
Web-based Lesson Plan for <i>History and Social Sciences SOL</i>	Eleventh-grade and fourth- and fifth-grade Virginia teachers have lesson plans and materials for teaching about the War of 1812 and the Presidencies of Monroe and Madison.	Sweet Briar College and a Sweet Briar College undergraduate student
Tye River Elementary School Partnership	SBC students provide tutoring and assist small groups of students who are struggling with the content taught by their teachers.	Nelson County Public Schools and Sweet Briar College
Tye River Big Sister Partnership	Several students at Tye River Elementary School have difficult home lives or issues that pose problems for the children. SBC students provide support, academically and/or emotionally, for these students.	Tye River Elementary School and Sweet Briar College

<i>Partnership</i>	<i>Description of PreK-12 School Needs</i>	<i>Partners</i>
Amherst County Public Schools/Sweet Briar College Partnership	This partnership broadly recognizes that students in PreK-12 need a range of support in order to be successful, and that this support can be enhanced by collaborative programs between the school division and the college community.	Amherst County Public Schools, (Superintendent); Sweet Briar College, (President)
Differentiation Study Group	Sweet Briar College student teachers are assigned to classrooms across PreK-12. They meet with their Clinical Faculty supervisors during the fall study group to design <i>SOL</i> -based, differentiated instruction that they help to implement as a field experience one hour per week.	Amherst County Public Schools and Sweet Briar College
Clinical Faculty, Mentors, Pre-service and Arts and Sciences: A Continuing Partnership for Quality Teaching and Learning	Based on needs assessments provided by each school division's participants, this partnership focuses on in-service and pre-service teacher staff development aimed at increasing teacher effectiveness, retention, and student learning in PreK-12.	Education Department Faculty from each of the three colleges and central office administrators from six participating school divisions
Henry County Public Schools Differentiation Project	PreK-12 students in Henry County perform on varied readiness levels and demonstrate a range of learning styles, interests, and special needs. Sweet Briar faculty with expertise in differentiation provide instruction, resources, and planning assistance for this project.	Henry County Public Schools and Sweet Briar College
Frederick County Public Schools Differentiation Project	PreK-12 students in Frederick County perform on varied readiness levels and demonstrate a range of learning styles, interests, and special needs. Sweet Briar faculty with expertise in differentiation provide instruction, resources, and planning assistance for this project.	Frederick County Public Schools and Sweet Briar College
Tutoring for PreK-12 Students in the Local Community	Assessment data in local schools indicate some students would profit from individual tutoring outside of school. The ARC and the SVEA try to match Sweet Briar College students with appropriate content background or education courses in reading with individual student needs.	Sweet Briar College's Academic Resource Center and SVEA
Sweet Briar College High School Scholars Program	In a rural area such as Amherst County, the options for dual enrollment credit for college-bound and gifted students are limited. This partnership provides this option within a five minute drive (or bike ride) from the high school.	Sweet Briar College and Amherst County High School

<i>Partnership</i>	<i>Description of PreK-12 School Needs</i>	<i>Partners</i>
Sweet Briar College/Amherst County Public Schools Cultural Arts Day	Only 13.1 percent of Amherst County adults hold bachelor's degrees. This partnership meets PreK-12 needs on two levels: it provides resources and hands-on learning experiences related to the <i>SOL</i> and gives students an authentic and engaging introduction to college education.	Sweet Briar College and Amherst County Schools
Tri-College Consortium	The three colleges work together to provide a range of programs for PreK-12 students, parents, and the community on topics and issues related to local needs. For example, Lynchburg College hosts the Schewel Lecture on issues related to education and diversity.	Presidents of the Lynchburg College, Randolph College, and Sweet Briar College
Tri-College Colloquium	Area school divisions have identified data analysis, differentiation, and classroom management as PreK-12 areas of need. The Tri-College Colloquium brings in teachers from participating schools to provide professional development for pre-service teachers on these topics.	Lynchburg College, Randolph College, and Sweet Briar College
Science, Technology, Engineering, and Mathematics (STEM) by Inquiry	The program focuses on science and mathematics content geared specifically to the Virginia <i>SOL</i> for area teachers. Modeling, coaching, and resources on instruction in STEM build confidence in using strategies for teaching science and mathematics that invite all students to be successful.	Central Office contacts in the school divisions of Amherst, Appomattox, Bedford, Campbell, Nelson, and Lynchburg; Lynchburg College and Sweet Briar College
Campbell County Public Schools Differentiation Project	PreK-12 students in Campbell County perform on varied readiness levels and demonstrate a range of learning styles, interests, and special needs. Sweet Briar faculty with expertise in differentiation provide instruction, resources, and planning assistance for this project.	Campbell County Public Schools and Sweet Briar College
Girls on the Run	The Girls on the Run initiative has some core values--values of empowerment and achievement for girls and women.	Sweet Briar College and Girls on the Run
National "Introduce a Girl to Engineering Day" February 23, 2012	The program encourages middle school girls to look seriously at future STEM careers.	Nelson County Middle School and Sweet Briar College Project Coordinator

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

Professional faculty at Sweet Briar College collaborate with school personnel and other members of the professional community in the development and implementation of grants and other projects. Faculty roles that provide collaborative opportunities include: Association for Teacher Educators (ATE) President and ATE Board of Directors member as Immediate Past President, alternate delegate to negotiated rule-making with the United States Department of Education, Managing Editor of Teachers College Record, presentations at the national ATE conference in San Antonio, American Educational Research Association (AERA) presentation in Vancouver, BC, extensive teacher training in local school divisions on the philosophy of differentiation, and mentor/clinical faculty grant work.

Science and mathematics faculty at Sweet Briar College have collaborated with an education department faculty member on the development and implementation of a series of grants dedicated to the teaching of science and mathematics by inquiry (SCHEV/MSP). Over a span of ten years, these grants have helped area elementary and middle school teachers to develop and implement their own inquiry lessons in their classrooms. Graduate level courses approved through SBC's Instruction Committee assure that the teachers receive college credit for their yearlong efforts. Teachers also receive materials for their classrooms and support from college faculty in their classrooms as they implement their lessons.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: Met

Weaknesses:

1. Field placements are currently managed by each course instructor, which is a burden to faculty and limits consistent oversight of placements. Additional staff (e.g., a field experience director) is needed to coordinate and manage school placements and to monitor field experience requirements for each candidate. Hiring of such staff would strengthen field oversight and relieve the burden on faculty.
2. It is difficult to track whether field requirements are met for each candidate because separate field logs are submitted for each individual field experience. Field experience placements and hours should be monitored on a master log sheet for each teacher candidate. It is recommended that SBC consider the development of a uniform template to record all field experiences on a master log for each candidate to facilitate record keeping.

STANDARD 2

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas.

Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600.

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

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

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

As recorded on the College Web site and in the College catalog, writing and communication skills are emphasized for all Sweet Briar College students from the beginning: students not exempted must enroll in ENGL 100: Composition or ENGL 104: Thought and Expression in the first term. Placement is dependent on proficiency as determined by the Department of English. A student who fails to earn credit for either course must repeat it in consecutive semesters until it is passed. A student who passes ENGL 100 must enroll in ENGL 104 the following semester. These classes are designed to help students refine their basic writing skills. Writing proficiency is enhanced through additional coursework: English 104 (unless exempted), along with three other writing-intensive courses, one in the major. The Knowledge Area 2 requirement (three credits) of the General Education Program allows students to become knowledgeable of exemplary authors and literary works. To increase proficiency in oral communications, the General Education Program requires a student to pass two oral-intensive courses (six credit hours) at least one of which must be in the major. These General Education Program requirements emphasize oral and written communication skills and were verified through the College Web site, the College catalog, and the advising check sheet.

Beyond the General Education Program, candidates continue to develop their writing and oral presentation skills in education coursework and program requirements. In their sophomore year, candidates must complete an essay question to apply to the Teacher Education Program which is informally assessed to determine areas of strengths and weaknesses. Throughout the education courses candidates improve their writing through completion of assignments such as lesson analyses, reflections about field experiences, reading response journals,

and an action research paper. Education professors use rubrics to assess writing and oral presentations and to provide feedback for improvement. Sample assignments, grading rubrics, and candidate work samples provided evidence of writing throughout the program as well as the high quality of candidate work. Administrators and mentor teachers who have had a chance to interview or work with Sweet Briar College graduates attested to the quality of these candidates in writing and speaking. When asked directly about any problems in candidates' speaking or writing, they could not name a single negative example. Current students in the program at the senior and graduate level demonstrated facility with oral communication during informal group interviews.

To measure growth in writing and speaking abilities of candidates, the faculty could more deliberately assess the writing/speaking ability at specific times in their program, such as upon admission to the program and then again at the end of student teaching.

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

Quantitative reasoning is a stated goal in the general education requirements for all students at Sweet Briar College, and each student is required to pass two courses (six credit hour classes) in quantitative reasoning. Course syllabi verified the emphasis on quantitative reasoning. Liberal Studies majors (i.e., those who are seeking an elementary teaching endorsement) also are required to take MATH 211: Fundamental Mathematics I and MATH 213: Fundamental Mathematics II as shown as meeting the competencies on the *Virginia Department of Education Program Status Matrix 2007 Elementary Education PreK-6: 8VAC20-542-110*. All candidates are required to pass Praxis I assessments (which includes Praxis I Mathematics) or have an SAT equivalent in order to be admitted to the Teacher Education Program according to the College Web site. Candidates also apply quantitative skills in the graduate course EDUC 619: Concepts in Educational Research listed on the Education Department Web site.

- c. *Candidates demonstrate that they develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers.*

All students at Sweet Briar College take the General Education courses; according to the SBC Web site, this general requirement of seven credits in science is that students “Understand the world through (a) scientific theory and (b) scientific experiment and observation.” These courses focus on introducing students to science through “an examination of major ideas and discoveries” and by conducting “a controlled experience and to evaluate critically the design and the results.” Anecdotally, in interviews with school personnel and administrators,

hands-on science knowledge demonstrated by the Sweet Briar College students was recognized and valued.

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

A significant portion of the General Education requirements focus on social studies concepts according to the college Web site. The coursework, that all students must take, centers on the following areas of study: the cultures of Europe and the United States (U.S.) through a study of the past (three credits), experiencing another culture through the study of a foreign language (three to 12 credits), the world beyond the cultures of Europe and the U.S. (six credits), the study of how class, gender, ethnicity, and ethical and religious values affect world views and decision making (three credits), and the study of how economic, political, and legal systems shape the modern world (three credits).

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

According to the SBC Web site and catalog, the purpose of the General Education Program is to prepare students to be informed, active members of the world community. The program has specific goals: to help students develop strong skills in communication and quantitative reasoning, to provide experiences that enhance the academic program, to clarify the rationale for a broad liberal arts background, to encourage students to assess regularly their goals and progress, and to integrate the various aspects of a Sweet Briar College education in a comprehensive program. This approach to learning is based on the belief that students will benefit more from the college experience if they understand the value of a liberal arts curriculum and actively cultivate, in and out of the classroom, their intellectual, social, cultural, creative and recreational potential to prepare for a life of continual growth, responsibility, and fulfillment. Students will be more confident in their ability to express their ideas, more competent to make decisions based on their progress and changing interests, and thus better able to derive the maximum benefits from their Sweet Briar College education.

Liberal Studies majors (those who are seeking an elementary teaching license) have to choose a concentration (and starting in 2012-2013 a minor instead), which adds depth to their liberal arts experience. The SBC Teacher Education Department also recommends certain general education classes from the list that may be particularly helpful to future classroom teachers. (See the following Advising Chart).

Teacher Education Advising Chart

Classes Required for Liberal Studies Major	General Education Requirements Met	Hours
BIOL 103 Life Science by Inquiry		4
ENGL 317 History of the English Language	V.1	3
ENVR 143 Physical Geography: Landscapes	V.8a,b	4
GOVT 159 Introduction to American Government	III.W, V.7	3
HIST 135 America, Origins to 1877	V.1	3
HIST 136 The United States, 1877 to Present	V.1	3
PHYS 103 Physical Science by Inquiry	V.8ab	4
INTD 452 Senior Seminar	III.O, III.W	3
MATH 211 Fundamental Mathematics I		3
MATH 213 Fundamental Mathematics II		3
PSYC 101 Introduction to Psychology	V.8a	3
PSYC 201 Developmental Psychology: Infancy and Childhood		3
Choose ONE of the following four:		
HIST 103 Introduction to History: Intoxication and Addiction in American History	III.W, V.1	3
HIST 104 Introduction to History: Medieval Heroes	III.W, V.1	3
HIST 105 Introduction to History: Sweet Briar	III.W, V.5	3
HIST 107 Introduction to History: Stalin and Hitler	III.W, V.1	3
<i>Other Suggested General Education Courses</i>		
RELG 236 Multicultural Religious America	III.O, V.5	3
THTR 102 Public Speaking	III.O	3
MATH 106 Statistical Reasoning	III.Q	3
MUSC 126 Appreciation of Music	V.6a	3
MUSC 127 World Music	V.4	3
ARTS 101 Introduction to Studio Art	V.6b	3
ARTH 115 Survey of Art History I	V.1, V.6a	3
ARTH 116 Survey of Art History II	V.1, V.6a	3

Students in informal interviews expressed that they valued the liberal arts education, and they thought it provided an appropriate foundation for a teaching career.

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

Candidates pass the Praxis I or equivalent assessments prior to acceptance in the Teacher Education Program, which generally occurs by the spring of the second year, as shown on the Sweet Briar College Application to the Teacher Education

Program and verified in randomly selected student files. Scores on Praxis I are reported to the Virginia Department of Education as shown on the Title II State Report in SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, pages 212-214.

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

Students must earn passing scores on the Virginia Communication and Literacy Assessment and the Reading for Virginia Educators assessment (when applicable) prior to admission to the MAT program. Students pass the Praxis II assessment for their content area prior to admission to the MAT as stated on the SBC Web site in requirements for admission to the MAT. Scores on Praxis II assessments are reported to the Virginia Department of Education as shown on the Title II State Report in SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, pages 212-214.

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

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

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

Candidates take courses to provide the foundational knowledge for their understanding and application of learning theories, language acquisition, and development. These courses are EDUC 103 Teaching, Learning, and Human Development; EDUC 211 Teaching Diverse Learners, EDUC 255/EDU 227 Literacy Development I and II (for elementary candidates) and EDUC Reading in the Content Areas (for secondary and PreK-12 candidates) (Virginia Department of Education Program Status Matrix, in SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, pages 104-126).

In addition to the course assignments, students have required field experience with every education course. In those field experiences, they are required to teach a lesson and write a lesson analysis. Candidates cited this as a strength of the program as the early classroom experience gave them an opportunity to apply their classroom knowledge. Area school personnel listed the early field experiences as a strength of the program. Both groups stressed the importance of differentiation as a philosophy and a practice in teaching. The school

administrator and teacher groups highly valued the emphasis on differentiation in the ability to reach all learners.

In reviewing randomly selected student files, the required child abuse training certificates were present, along with student evaluations and artifacts, such as video recordings. Diversity is the focus of EDUC 605: The Multicultural Classroom. The school administrator groups noted the candidates' demonstration of appreciation of diversity, not only in terms of reaching all students, but in exposing students to a variety of cultures. Two particular incidents were cited by school administrators where Sweet Briar College candidates showed leadership in focusing on all types of diversity and presenting positive and helpful activities to promote understanding.

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

Elementary candidates take two literacy development courses (EDUC 255/EDU 227 Literacy Development I and II) in sequence that prepare them to teach reading, and the secondary students, and the K-12 licensure candidates take EDUC 233 Reading in the Content Areas to learn how to teach students who may not be proficient readers at the upper levels (Virginia Department of Education Program Status Matrix, in SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, pages 104-126). EDUC 646: Seminar on Classroom Management is taken concurrently with the student teaching experience so that the students are discussing management as they are experiencing it firsthand. All of the field experiences help students select and use teaching materials since they teach a lesson in every field placement and they must evaluate the results of their lesson, both in terms of self-reflection and student performance.

Two internship portfolios provided evidence to demonstrate candidates' abilities to apply the principles of learning and teaching methods. The portfolios contained journals of their days at school, lessons attempted, and analyses of those lessons. Other evidence included the video recording of candidates teaching lessons. Candidates in the videos demonstrated classroom management, assessment of students, and teaching methods.

School administrators and teachers in informal interviews spoke positively of the Sweet Briar College candidates' abilities to manage a classroom and to provide a variety of teaching strategies, often providing new ideas to their mentor teachers.

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

Every lesson, from EDUC 355 Models of Teaching and beyond requires students to complete a learning profile analysis on each student. That is, they must determine each student's readiness level, interests, and learning preferences prior to teaching any lessons. From EDUC 416 Curriculum, Instruction, and Assessment and beyond, students must pre-assess students in order to effectively differentiate lessons to promote student learning. Students learn about different ways of assessing students in EDUC 607 Seminar on Assessment. In EDUC 633 Instructional Strategies for the Differentiated Classroom, students have to fill out a graphic organizer from pre-assessment, to planning and implementation, to assessment and provide suggestions for how to proceed if the student did not master the content or skills of the lesson. Students do all of these things daily in their student teaching placements (Virginia Department of Education Program Status Matrix, Excerpt from SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, pages 104-126 and course syllabi).

Candidates learn about and practice differentiation in all of their upper level methods classes. Both teachers and school administrators stressed the SBC candidates' abilities to reach students using differentiation. Students in informal groups discussed differentiation and their use of it in the classroom, discussing assessment, planning, teaching, and reflection. The student teaching evaluation has a section for competencies based on "Pedagogical Skills Based on the Principles of Differentiation" with a three-point scale (1 = Does Not Meet Standard; 2 = Meets Standards; 3 = Exceeds Standards) that is completed by the mentor teacher at the end of student teaching experience. In 2010, the average of scores for seven questions (14 student teachers) was 2.21 out of 3. In 2011, the average of scores for the seven questions (12 student teachers) was 2.47 out of 3. All candidates in both years met the standard, with some exceeding the standard, which demonstrates the emphasis on differentiation and the candidates' abilities to put it into practice in the classroom. Samples of the narrative feedback on the student teaching evaluations yielded very positive comments about the students' teaching and ability to assess students.

Reflection and analysis also are emphasized in the program throughout using written reflections of lessons and field experiences and through the use of journals. Current candidates at the senior and graduate levels expressed appreciation for the value of reflection, and some indicated that reflection is now something that they continue to practice. A series of indicators on the Student Teaching Evaluation is under "Reflective Professional Practice and Growth." In 2010, the average was 2.1 over four questions, and in 2011 the average was 2.45. All students met and some exceeded those standards.

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

Two education professors have been involved in the adoption of an ePortfolio initiative, which will be test-piloted with students during the 2012-2013 school year. In 2011-2012, the SBC education classroom was outfitted with an upgraded SmartBoard, Blu-Ray DVD/VCR, and an Apple TV. In addition, the department received a Verizon Thinkfinity grant from the Council of Independent Colleges in Virginia to purchase iPads and applications for all the MAT students for two years. Students in EDUC 355 Models of Teaching receive SmartBoard and Web 2.0 training. Students in EDUC 416 receive iMovie and iDVD training. Students in EDUC 633 Instructional Strategies for the Differentiated Classroom receive Thinkfinity and iPad training.

Students in EDUC 355 Models of Teaching design their own WebQuest and implement it with their field placement classes, and they must incorporate technology in both of the lessons they teach. The program has digital recorders that students can check out. Student teaching videos were in the student folders, and the samples viewed showed evidence of skill with the video camera and video editing software.

Candidates in informal interviews were eager to discuss technology and their applications of it with their students in field placements. Technology is modeled within the education courses in the classroom that has a Smartboard, Apple TV, and other equipment used by professors and students. School administrators noted that the Sweet Briar College candidates had technology expertise and appreciated how they often shared this expertise with their colleagues at the school.

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

Beginning in EDUC 355 Models of Teaching, candidates are required to complete a learning profile analysis on each student. That is, they must determine each student's readiness level, interests, and learning preferences prior to teaching any lessons. Beginning in EDUC 416 Curriculum, Instruction, and Assessment, candidates are required to pre-assess in order to effectively differentiate lessons to promote student learning. Candidates are required to continue this practice on a daily basis in their student teaching placements. Evidence of assessments in philosophy and practice was demonstrated in education course syllabi, sample assignments, sample candidate work, and student teaching video recordings.

With a philosophy of differentiation permeating every education course, candidates are constantly focused on the connection between learning and assessment. School personnel and current teachers gave many examples of candidates' practices of assessment tied to differentiation. Candidates at the senior and graduate level talked about the use of assessments in teaching and of their experience in using varied assessment instruments.

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

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

- a. Candidates demonstrate understanding of the Virginia Standards of Learning and standards of appropriate specialty organizations, including how these standards relate to the leadership roles for which they are being prepared.*
- b. Candidates demonstrate the competencies specified in their intended licensure/endorsement areas as defined in 8VAC20-542-70 through 8VAC20-542-600.*
- c. Candidates achieve passing scores on the professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.*
- d. Candidates demonstrate understanding of research, research methods, issues, trends, and research-based best practices that shall enhance the academic achievement of all PreK-12 students and reduce academic achievement gaps among diverse PreK-12 student groups.*
- e. Candidates demonstrate the ability to use educational technology, including computers and other technologies, in instruction, assessment, and professional development activities.*
- f. Candidates demonstrate the ability to use test data to revise instruction and enhance student achievement.*
- g. Candidates understand emerging issues that impact the school community and demonstrate the ability to collaborate with families, community members, and other stakeholders.*
- h. Candidates demonstrate mastery of administration/supervision competencies through multiple sources of data such as internships, portfolios, and interviews, including employer satisfaction surveys.*

Note: Sweet Briar College does not have a program in educational leadership, counseling, reading specialist, mathematics specialist, or school psychology.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: Met

Weaknesses: None

STANDARD 3

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

- 1. The full-time and part-time professional education faculty, including school faculty, adjunct faculty and others, represent diverse backgrounds, are qualified for their assignments, and are actively engaged in the professional community.**

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

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

Faculty vitae indicate that education faculty members in the professional education program have appropriate expertise that qualifies them for their assignments. The professional education program employs four full-time faculty members, of whom three hold the Ph.D. degree; one holds the master's degree.

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

Faculty vitae indicate the Education Department faculty have demonstrated preparation and competence in general education at the elementary, middle, and high school levels, competence in special education, and competence in literacy education.

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

Several sources of evidence indicate that professional education faculty demonstrate an understanding of current practice related to technology: course descriptions and course syllabi reflect the use of technology and student portfolios, and projects reveal that candidates are using technology. Interviews with professional education and university administrators indicate that resources are allocated for professional development in using technology.

Candidates' artifacts show that they are using technology: course assignments and portfolios include the use of video clips, PowerPoint presentations, Internet research, online journaling, use of e-mails and videotaping. Candidates' lesson plans, reflection papers, and other assignments confirm that they are proficient in the use of word processing.

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

The Virginia *Standards of Learning* are reflected in course syllabi created by the education faculty to include course learning objectives, requirements, and practical field experiences. Interviews with faculty in arts and sciences and in professional education revealed that they have a strong understanding of the *Standards of Learning*, address the SOL specifically in their instruction, and require candidates in the program to develop and implement instruction which ensures that PreK-12 students master the SOL.

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

Professional education faculty demonstrate their understanding of cultural differences and exceptionalities and their instructional implications through information included in their vitae and through the courses and instructional assignments they plan and deliver as part of the professional education program.

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

A number of faculty members maintain the appropriate teaching license through the Virginia Board of Education. The SBC Teacher Education Program master's level faculty member holds a current Virginia Postgraduate Professional license, the Master's of Education in Early Childhood Education; Bachelor of Science degrees in Elementary Education, Grades 1-6; Special Education, with additional teaching endorsements in Early Childhood Special Education and Severe and Profound Disabilities. All education faculty have had several years of teaching experience.

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

Education faculty are involved in professional development through their instructional experiences with PreK-12 professionals: professional development for teachers and/or other personnel in Campbell County, Henry County, and Winchester City Public Schools in differentiating instruction; professional development for personnel in Lynchburg City Schools on differentiation and

multicultural issues. Also, the SBC Teacher Education Program has developed and implemented several Clinical Faculty Grants funded by the Virginia General Assembly.

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

Faculty vitae provided evidence of the involvement of education faculty in professional organizations. Regional professional activity includes memberships in the Association of Teacher Educators in Virginia and the Virginia Association of Colleges of Teacher Education. National organization affiliations include: ASCD (formerly the Association for Curriculum and Development); Association of Teacher Educators; Kappa Delta Pi; National Association for Gifted Children; Phi Delta Kappa; American Educational Research Association; and the Philosophy of Education Society. Faculty also serve as peer reviewers for the *Issues in Teacher Education Journal*. Internationally focused activities include membership on the *Teachers College Record* editorial board and the World Federation of the Association of Teacher Educators.

Of the four full-time faculty members two are tenured, one is tenure-track, and one is non-tenure track. The education program also has a complement of 76 full-time faculty members in arts and sciences, of which 69 have a terminal degree, five hold advanced degrees and significant experience in their field of study, and two hold a bachelor's degree.

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

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

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

Course syllabi indicate that professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement. The course syllabi also concentrate on Differentiating Instruction, an approach to teaching that stresses active planning for student differences in classrooms. Course syllabi are revised and updated by education faculty to reflect current research and practice regarding teaching and learning. Course syllabi, candidates' work samples, and statements during interviews indicate a variety of instructional teaching methods and approaches such as differentiated learning, reflection journaling, Internet research, and video presentations.

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

Course content, other requirements, assignments, and field practica include aspects that promote student reflection, critical thinking, and problem solving through class discussion, lecture, differentiated learning, individual research, and collaborative work with the PreK-12 schools and practicing teachers. Portfolios are created by each candidate and are evaluated by appropriate faculty.

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

Candidates' portfolios, course syllabi, work samples, course teaching methods, assessments, evaluations by cooperating teachers and instructors, and responses during group interviews support the fact that the teaching of the professional faculty reflects knowledge and understanding of cultural diversity and exceptionalities. Candidates' work samples, based on Virginia *Standards of Learning*, include indication of faculty understanding of cultural diversity and exceptionalities.

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

The process for evaluating the teaching of faculty is outlined in the faculty manual. The evaluation of teaching appears to rely primarily upon student evaluations of the course. The results of these evaluations are compiled each semester and were provided for the SBC Education Department for 2010 to 2012. Data for one semester, spring 2011, revealed that students evaluated courses and faculty in the Education Department at or above average on the statement rating: *In what ways has this course contributed to your ability to reason, think, and in what ways has it influenced your understanding of the subject?* Comments received in reference to the question are as follows:

- *We were really challenged to make interesting, engaging lesson plans.*
- *I know numerous more ways to teach any type of lesson! Models are great!*
- *It calls me to be able to think on my toes quicker and keep my mind open to new possibilities.*
- *It has helped me fully, developing lesson plans.*
- *Really stretches your brain and requires perspective.*
- *How to design and implement a lesson for many diverse learners.*

Interviews with candidates in the Master of Arts in Teaching program yielded several comments about the “well-roundedness” of the faculty members and their high level of expectation for students. Candidates were able to make clear and

definitive connections with courses regarding the terms “exceptionalities,” “cultural diversity,” “reflection,” and “technology.” Candidates strongly stressed the importance of having a field experience in every education class, and strongly emphasized that these field experiences help prepare them for the “real world.”

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

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

- a. *Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship, and service, including working in PreK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.*

Sweet Briar College’s *Faculty Policy Manual* (available online), specifies that individual faculty workloads are arranged by the faculty member in consultation with the department chair and the Dean. Individual teaching loads differ according to departmental practices, the number of students enrolled in classes, and the immediate needs of the College. The normal term teaching load is three regular classes, which equals nine to twelve credit hours. The number of instructional hours per week is normally equal to the number of credit hours assigned to the course.

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

The *Faculty Policy Manual* further states the primary responsibilities of a full-time member of the faculty are to teach, to participate in advising students about academic matters, to maintain a high level of professional engagement and competency in his or her discipline, to contribute to the governance and functioning of the college by serving on committees, and to perform administrative duties associated with the functioning of the department or academic program when called upon. Faculty also are expected to participate in college-wide efforts related to strategic planning, institutional reaccreditation, or other special institutional projects.

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

As evidenced in the *Faculty Policy Manual*, there are clear processes for faculty recruitment, selection, tenure, promotion and retention decisions. All full-time and part-time faculty appointments are made by the President after consultation with the Dean and the departmental chair concerned, and are ratified by the Board of Directors. The President may, at her discretion, delegate her power of appointment to the Dean. Department or program chairs, after consultation with the Dean, are responsible for forming a Search Committee and initiating procedures to secure temporary or permanent, full-time or part-time faculty. Normally, all full-time members of a department are invited to serve on the search committee. In the case of small departments or programs, colleagues in related fields should be invited to serve on the Search Committee.

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

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

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

In reference to promotion and tenure, the *Faculty Policy Manual* and *Department Chair Manual* stress that faculty must participate in conferences and other professional development activities. Additional funding for professional development is available to the Education Department through endowments.

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

Support is provided for professional education faculty to be regularly involved in professional development activities. Interviews with Teacher Education Program faculty and administrators confirmed support for professional development is available from several sources such as endowment and professional development funding.

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

Professional education faculty are actively involved in activities that enhance their skills and practice. Dr. James Alouf is Past-President of the (national) Association of Teacher Educators and was on the Committee for Negotiated Rulemaking with the U. S. Department of Education. Dr. Jeff Frank is a member of the editorial board for *Teachers College Record*. Dr. Holly Gould regularly serves as a reviewer for the journal, *Issues in Teacher Education*.

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

Annually, faculty must complete a Faculty Information Form, which includes each faculty member's contributions to teaching, scholarship, and service. The faculty member provides the department chair with a dossier, which includes a current curriculum vitae, a short narrative statement, student evaluations of teaching, faculty information forms, student evaluations of advising, and other appropriate documents. Additional information may be submitted by the member of the department or requested by the chair. The Dean reviews these forms and these forms provide a record of professional activities each year.

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

Starting three years after the most recent promotion, departmental chairs will review triennially the professional record of every tenured member of their department, including strengths and weaknesses in teaching, scholarly and creative activity, service to the College, and other professional responsibilities. The *Faculty Policy Manual* provides information of evaluation within the College unit.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 3: Met

Weaknesses: None

STANDARD 4

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

- 1. The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs.**

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

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

The professional education program at Sweet Briar College has the responsibility and authority in the areas of faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for the professional education program activities. The Faculty Meeting and Education Department minutes from October 2005 to present affirm that the faculty does have extensive input and control of the budget, hiring, retention, tenure and administrative functions of the program (Policy and Procedures for Faculty Selection, Excerpt from SBC's report on *Conditions for Qualifying* for Board of Education Accreditation page 23); Faculty Personnel Manual, page 4). The organizational chart and interviews with the program chair and Dean of the Faculty indicate that the Chair of the Education Department has oversight responsibilities for all teacher licensure programs (Excerpt from SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, page 8, Job description for Chair of Department of Education).

Faculty meeting minutes indicate that the faculty holds monthly meetings that cover a wide variety of issues and that curriculum issues are at the final purview of the faculty. Policy and Procedures on Curriculum Development, Modifications and Implementation included in SBC's report on *Conditions for Qualifying* for Board of Education Accreditation, page 14 and *Faculty Policy Manual*, Faculty Meetings, page 55 indicate that faculty are responsible for all curriculum decisions.

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

Minutes of the January 2006 Education Department meeting indicate long-range planning and concern for the distribution of resources. The SBC strategic plan speaks to long-range planning for the College, specifically focusing on the available resources and the vitality of all programs (<http://www.sbc.edu/strategic-plan-sustainable-excellence>). The strategic plan includes an Academic Action Plan for curriculum review, a Financial Action Plan to assess revenue resources, and a Technology Action Plan to address the digital needs of the College and its programs. The strategic plan indicates the objectives for the College, the expected measurable outcomes and the metrics for each goal. As part of monitoring their plan, the SBC Education Department had specifically been moving toward an accreditation review by the Teacher Education Accreditation Council, but decided that the Virginia Board of Education accreditation review process would more appropriately fulfill their accreditation needs (Minutes, Monday, February 22, 2010).

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

Candidates, school faculty and partnering school divisions, adjunct faculty and other members of the professional community are actively involved in the policy-making and advisory bodies that organize and coordinate programs of the professional education program. Minutes of the Education Advisory Committee meetings indicate that a number of representatives from the faculty, the surrounding school divisions, and neighboring colleges give advice and direction to the SBC Teacher Education Program (Education Advisory Committee Meeting Minutes, April 1, 2008 to December 2011). In addition, interviews during the site visit with adjunct faculty and school division personnel indicate that they regularly participate in planning and advising the Teacher Education Program. Interviews with faculty, school leaders, and candidates did indicate that even though there were numerous placements made, there was no systematic placement of candidates in clinical experiences to ensure access to diverse K-12 classes.

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

The Faculty Policy Manual and the SBC Web site indicate that the policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.

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

Indicators of achievement of this standard shall include the following:

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

The Education Department has three full-time, tenure track faculty and one full-time, non-tenure track faculty for the 2012-2013 school year. Interviews with SBC administrators and faculty indicate that this number is sufficient to support the programs being offered. However, interviews also indicate that the program could be enhanced by the addition of personnel to coordinate the clinical placements of candidates in the field.

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

The professional education unit has facilities, equipment, and budgetary resources sufficient for its operations. A review of the facilities, the equipment, and the department budget indicate adequate resources to support the Teacher Education Program (Education Budget FY13).

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

Interviews with the department chair, the Dean of the Faculty, and the Chief Financial Officer indicate that resources are allocated to programs in a manner that allows each program to meet its anticipated needs. Procedures are in place which allow the department and the programs to request anticipated resources and for the allocation and maintenance of same (*Faculty Policy Manual* and Education Budget FY13).

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

SBC has established procedures in place to provide training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to faculty and candidates. Description of and information regarding this academic technological support may be found on the SBC Web site at <http://www.sbc.edu/ac>, under Academic Computing and Technology Support.

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

A review of facilities, interviews with faculty and staff, and on-site team observations indicate that all faculty members have office space, access to technology, teaching aids, materials and other resources necessary to ensure quality preparation of school personnel.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 4: Met

Weakness:

There was no evidence of a method for the systematic placement of candidates in clinical experiences to ensure that candidates gain experience in teaching students in diverse K-12 classes. The clinical placements (i.e., placements for field experiences) need to be more readily and purposely coordinated to ensure diversity of placements. It is recommended that Sweet Briar College provide additional personnel to the Education Department for the purpose of coordinating clinical placements of candidates with partnering school divisions.



January 16, 2013

Dr. JoAnne Y. Carver
Director of Teacher Education
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218-2130

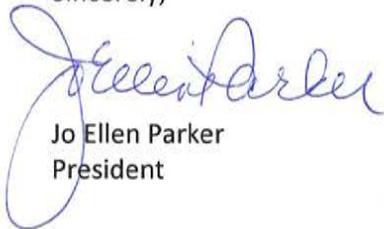
Dear Dr. Carver:

I am writing to acknowledge receipt of your letter of January 7, 2013 which included a copy of the review team's report of findings. Please know that we sincerely appreciate your work in preparing this report.

The recommendations and findings will enable our faculty and staff to continue strengthening our programs that support the preparation of our students to be successful in the field of professional education.

It was a pleasure working with you throughout this process.

Sincerely,



Jo Ellen Parker
President

JEP/tpm

cc: Dr. Amy Jessen-Marshall
Dr. Holly Gould

**Definitions of At-Risk of Becoming Low-Performing and Low-Performing
Institutions of Higher Education in Virginia
As Required by the Title II of the Higher Education Act (HEA)**

(Revised May 19, 2011)

Background Information:

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. The following statement is an excerpt from the Title II “Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation,” April 19, 2000:

To receive funds under this act, a state, not later than two years after the date of Enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such state shall provide the U.S. Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the state and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).

On September 26, 2001, the Board of Education approved Virginia’s definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of “approval,” “approval with stipulations,” and “denial of accreditation” were used in these definitions. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, separated the accreditation and program approval processes; therefore, revisions were needed in Virginia’s definitions for “low-performing” and “at-risk of becoming low-performing institutions.” On November 20, 2008, the Board of Education approved revisions to the definitions to align with the accrediting bodies’ designations.

Title II HEA, was reauthorized on August 14, 2008. Section 205 of Title II of the Higher Education Opportunity Act (HEOA) mandates that the Department of Education collect data on state assessments, other requirements, and 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 an annual report on the quality of teacher preparation to the Congress.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, define the standards that must be met and the review options available for the accreditation of professional education programs required. Based on recent changes made to accrediting body designations by the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council, there is a need to align the definitions for at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. 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 of higher education or low-performing institutions of higher education.

On March 21, 2011, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the revised definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. The revised definitions of at-risk of becoming a low-performing institution of higher education and low-performing institution of higher education were approved by the Virginia Board of Education at its May 19, 2011, meeting.

Options for Accreditation

The three options for accreditation are as follows:

Option I: National Council for the Accreditation of Teacher Education (NCATE)

Option II: Teacher Education Accreditation Council (TEAC)

Option III: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: National Council for the Accreditation of Teacher Education:

- Accreditation for five years¹
- Accreditation for seven years²
- Accreditation for two years with a focused visit
- Accreditation for two years with a full visit
- Defer decision [Accreditation decision is deferred for six months.]
- Deny accreditation
- Revoke accreditation

¹*All standards are met, no serious problems exist across standards, and the state retains a five-year cycle.*

²*All standards are met and no serious problems exist across standards. (Note: Virginia maintains a seven-year cycle.)*

Option II: Teacher Education Accreditation Council:

- Accreditation (ten years)
- Accreditation (five years)
- Accreditation (two years)
- Initial accreditation (five years)
- Initial accreditation (two years)
- Deny

Option III: Board of Education (BOE) Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

Definitions of At-Risk of Becoming a Low-Performing Institution and Low-Performing Institution of Higher Education in Virginia

The following definitions of becoming at-risk of becoming a low-performing and low-performing institution of higher education in Virginia as required by the August 14, 2008 Title II HEA provisions were approved by the Virginia Board of Education on May 19, 2011.

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

NCATE: Accreditation for two years with a focused visit; or
Accreditation for two years with a full visit

TEAC: Accreditation (two years)
Initial Accreditation (two years)

BOE: Accredited with Stipulations

Low-Performing Institution of Higher Education: A 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 accrediting body or not later than two years after receiving the designation of at-risk of 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 for seven years

TEAC: Accreditation (ten or five years)³

BOE: Accredited

³The Virginia/TEAC Partnership currently allows for seven-year accreditation. The partnership with TEAC expires June 30, 2013.

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007 and amended January 19, 2011, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."