

Virginia Board of Education Agenda Item



Agenda Item: M

Date: April 25, 2013

Title	First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at the University of Mary Washington through a Process Approved by the Board of Education		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

No previous review or action.

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

Date: May 23, 2013

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 the University of Mary Washington (UMW) and granted continuing [professional education] program approval to the University.

The following education programs offered at the University of Mary Washington are currently approved by the Virginia Board of Education:

Approved Program Teaching Endorsement Areas:	Undergraduate*	Graduate
Administration and Supervision PreK-12	-	X
Career and Technology Education: Business and Information Technology	- X	
Computer Science	X	X
Elementary Education PreK-12	-	X
English X		X
English as a Second Language PreK-12	-	X
Foreign Language PreK-12: French	X	X
Foreign Language PreK-12: German	X	X
Foreign Language PreK-12: Latin	X	X
Foreign Language PreK-12: Spanish	X	X
Gifted Education (Add-on endorsement)	-	X
History and Social Sciences	X	X
Journalism (Add-on endorsement)	X	-
Mathematics X		X
Mathematics – Algebra I (Add-on endorsement)	X	-
Middle Education 6-8	-	X
Music Education: Instrumental PreK-12	X	X
Music Education: Vocal/Choral PreK-12	X	X
Reading Specialist	-	X
Science: Biology	X	X
Science: Chemistry	X	X
Science: Earth Science	X	X
Science: Physics	X	X
Special Education - Adapted Curriculum K-12	-	X
Special Education - General Curriculum K-12	-	X

Approved Program Teaching Endorsement Areas:	Undergraduate*	Graduate
Speech Communication (Add-on endorsement)	X	-
Theatre Arts PreK-12	X	-
Visual Arts PreK-12	X	X

**With the exception of the undergraduate programs in Journalism (add-on endorsement), Speech Communication (add-on endorsement), Algebra I (add-on endorsement), and Theatre Arts PreK-12 that will be continued, the undergraduate program endorsement areas are available only to those students who were enrolled in the teacher education program prior to fall 2012. It is anticipated that these students will complete their programs of study effective spring 2015.*

Summary of Important Issues:

The University of Mary Washington requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 11-14, 2012. Attached are the *Professional Education Program Review Team Report of Findings* and the University of Mary Washington’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 November 11-14, 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, 3, 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....*

Strengths:

- The field experiences provided for candidates are exemplary and allow for many diverse experiences.
- The new program configuration illustrates best practices for preparing teachers, including a myriad of field experiences and research-driven content study instruction.

Weakness:

- Collaboration with the arts and sciences faculty appears to be primarily informal and voluntary. Recommendation: Create a way to structure more formal involvement of those colleagues, perhaps by inviting some of them to serve on College of Education standing committees.

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....*

Strengths:

- The faculty have exhibited a great deal of hard work and leadership to move the new consolidated College of Education program forward.
- Feedback from faculty and staff indicates that the Dean of the College of Education has been very effective in inspiring and coordinating the change efforts.

Weakness:

- There is a lack of gender equity in the composition of the College of Education faculty. An attempt should be made to hire more male faculty members.

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:

- The current number of faculty and staff do not appear to be adequate to support candidates completing the additional year of study that will be required for upcoming secondary and PreK-12 applicants entering the Five-Year Pathway programs, particularly in regards to the area of the extra research and field-mentoring needed. A plan is needed for recruitment of faculty to address these issues.

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

At the March 18, 2013, meeting, the Advisory Board on Teacher Education and Licensure unanimously approved the Teacher Education Committee recommendation that the Advisory Board recommend that the Board of Education accept the on-site review team's recommendation that the professional education program at the University of Mary Washington be "accredited," indicating that the program has met the standards set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

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 May 23, 2013, meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the Advisory Board on Teacher Education and Licensure's recommendation to accept the review team's recommendation that the professional education program at the University of Mary Washington 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*.

Appendices

- *Professional Education Program Review Team Report of Findings*
- *Letter from Richard V. Hurley, president, University of Mary Washington, 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:

University of Mary Washington
Fredericksburg, Virginia
November 11-14, 2012

Members of the Review Team:

Dr. Marsha Sprague, Chair
Dr. Malcolm B. Lively
Dr. Mary Ann Norman
Dr. Diane J. Simon

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: University of Mary Washington

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:

The University of Mary Washington (UMW) is a coeducational, public institution that offers graduate and undergraduate degrees. UMW (formerly Mary Washington College) was originally created as a teacher's college for women in 1908 and has continued its tradition of preparing teachers and educators.

In addition to its primary location in the heart of historic Fredericksburg, UMW has two other campuses – one in Stafford that caters to working professionals and another in Dahlgren that offers graduate science and engineering programs. There are three Colleges: Arts and Sciences; Business; and Education. There are approximately 4,000 undergraduate students enrolled at the Fredericksburg campus from 41 states and many foreign countries. About 20 percent of the students identify themselves as members of a minority group. More than 1,000 students are enrolled in degree completion and graduate programs and other credit-bearing courses, primarily at the Stafford campus.

The mission statement of the University, as stated in *the University of Mary Washington Undergraduate Catalog* and the *University of Mary Washington Graduate Catalog*, is as follows:

The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.

The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for lifelong learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.

Located in Fredericksburg, between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.

We fulfill our mission by fostering students' intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

The College of Education

There have been significant changes to the University of Mary Washington's professional education program since last receiving continuing accreditation from the Virginia Board of Education in 2006. As part of a comprehensive strategic planning process undertaken by the University in 2008-2009, both the College of Education (COE) and the College of Business were created and officially came into existence on July 1, 2010. A new dean was hired to administer the new COE. The College of Graduate and Professional Studies was disbanded. The College of Arts and Sciences diminished in size as education and business programs that were formerly a part of the College (of Arts and Sciences) merged into either the newly formed College of Education or the College of Business. Also, a decision was made to convert all initial licensure programs to graduate-level programs (either five-year or post-baccalaureate) beginning in fall 2012.

The College of Education reorganized its departments as follows:

- The Department of Curriculum and Instruction, with 10 full-time tenure track faculty members, includes all programs for initial licensure in elementary, secondary, and PreK-12 education program endorsement areas.
- The Department of Foundations, Leadership and Special Populations, with 10 full-time tenure track faculty positions and one affiliated faculty member, includes programs in Special Education, Gifted Education, Teaching English as a Second Language, Literacy Specialist (Reading Specialist), Educational Leadership (Administration and Supervision), as well as all foundations courses in the College. Faculty teach courses on either or both campuses.

Three administrative support staff are assigned to the departments and to the Office of the Dean. The Director of Clinical Experiences and Partnerships, the Assistant Dean for Advising, and the Data Coordinator support the entire COE and report directly to the Dean.

The current COE structure includes faculty from both the Fredericksburg and Stafford campuses. Faculty who were primarily teaching the undergraduate or five-year education programs and faculty who were teaching in the post-baccalaureate programs were merged from two separate programs into one entity. This process involved converting to tenure track the formerly 12-month, non-tenured faculty at the Stafford campus.

The College of Education prepares individuals in the following areas:

- Undergraduate programs which resulted in licensure for secondary and PreK-12 endorsement areas prior to 2012. (Note: Beginning fall 2012, candidates must enroll in a five-year Master of Education (M.Ed.) secondary or PreK-12 degree program in the following endorsement areas: a) Secondary: biology, chemistry, computer science, Earth science, English, history and social sciences, mathematics, and physics; b) PreK-12: French, German, Spanish, Latin, music education-vocal/choral, music education-instrumental, theatre arts, and visual arts);
- Five-year Master of Science (M.S.) degree in elementary education;
- Five-year Master of Education (M.Ed.) degree with teaching endorsements in special education - general curriculum K-12 or special education - adapted curriculum K-12;
- Post-baccalaureate programs leading to an M.Ed. degree with teaching endorsements in elementary education, English as a second language, French, German, Latin, Spanish, visual arts, music education: instrumental, music education: vocal/choral, middle education career and technical education: business and information technology, computer science, English, mathematics, biology, chemistry, Earth science, physics, history and social sciences, special education: general curriculum K-12, and special education - adapted curriculum K-12;
- M.Ed. for professional development or added endorsement in the following areas: Educational Leadership (including an educational endorsement in administration and supervision PreK-12), Reading Specialist, and Teaching Diverse Populations (i.e., teaching students with autism, teaching English as a second language, gifted education, and special education); and
- Add-on endorsements in gifted education, mathematics - algebra I, journalism, and speech communication.

The mission of the College of Education, as cited on its Web site, states, in part, the following:

...The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well-prepared to meet 21st century challenges....

The University of Mary Washington currently offers the following Board of Education-approved endorsement areas:

Approved Program Teaching Endorsement Areas:	Undergraduate*	Graduate
Administration and Supervision PreK-12	-	X
Career and Technology Education: Business and Information Technology	-	X
Computer Science	X	X

Approved Program Teaching Endorsement Areas:	Undergraduate*	Graduate
Elementary Education PreK-12	-	X
English	X	X
English as a Second Language PreK-12	-	X
Foreign Languages PreK-12: French	X	X
Foreign Languages PreK-12: German	X	X
Foreign Languages PreK-12: Latin	X	X
Foreign Languages PreK-12: Spanish	X	X
Gifted Education (Add-on endorsement)	-	X
History and Social Sciences	X	X
Journalism (Add-on endorsement)	X	-
Mathematics	X	X
Mathematics – Algebra I (Add-on endorsement)	X	-
Middle Education 6-8	-	X
Music Education: Instrumental PreK-12	X	X
Music Education: Vocal/Choral PreK-12	X	X
Reading Specialist	-	X
Science: Biology	X	X
Science: Chemistry	X	X
Science: Earth Science	X	X
Science: Physics	X	X
Special Education - Adapted Curriculum K-12	-	X
Special Education - General Curriculum K-12	-	X
Speech Communication (Add-on endorsement)	X	-
Theatre Arts PreK-12	X	-
Visual Arts PreK-12	X	X

**With the exception of the undergraduate programs in Journalism (add-on endorsement), Speech Communication (add-on endorsement), Algebra I (add-on endorsement), and Theatre Arts PreK-12 that will be continued, the undergraduate program endorsement areas are available only to those students who were enrolled in the teacher education program prior to fall 2012. It is anticipated that these students will complete their programs of study effective spring 2015.*

For the academic year beginning in fall 2010 and ending in summer 2011, student enrollment in the various programs was as follows:

Programs	Enrollment	Males	Females	Self-Reported Minorities
Undergraduate and Five-Year	312	47	228	37
Post-Baccalaureate	256	46	170	40

The average age of students in the post-baccalaureate programs was 34.25 years with an age range of 22 to 63 years.

Title II Higher Education Act reporting for the 2011-2012 academic year indicates the following initial licensure program completers by subject area: business education (1); elementary education (43); English (5); history and social sciences (11); Latin (1); mathematics (9); middle education (3); Spanish (1); and visual arts (4).

II. Findings for Each Standard:

STANDARD 1

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

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

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

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

The University of Mary Washington professional education program demonstrates an integrated and collaboratively designed program which is based on the identified needs of the constituency for which partnerships have been established.

The COE mission statement serves as the philosophy underpinning for the program and states, in part, the following:

The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well-prepared to meet 21st century challenges....

The purpose of the Teacher Education Program (TEP) is not explicitly found in either the *Teacher Education Program Handbook* or on the UMW Web site. Based on discussions with faculty and students the program demonstrates assurances that there is a clear purpose for preparing pre-service teachers to meet the challenges of teaching in the 21st century. The College of Education Institutional Report for Accreditation states, in part, the following:

The College is committed to preparing educators who are deeply knowledgeable of subject matter, pedagogy, learning and learning assessment; skilled at linking theory and practice in order to enact effective instruction; engaged in reflective practice and ongoing professional development; informed by the changing nature of learning; and engaged in cultivating a democratic community.

The *2012 Clinical Experiences Handbook* states, in part, the following:

...The College of Education at the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. To accomplish this, we:

- *Are grounded in a strong liberal arts curriculum.*
- *Emphasize school-based experiences through which students solidify their understanding of the nature of the learner and effective teaching and motivational practices.*
- *Build a diverse community of practice involving strong partnerships among students, faculty, local teachers, and administrators.*
- *Enhance teacher aptitudes for research and critical decision making and ensure knowledge of learning theories and research-based pedagogy.*
- *Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies....*

In addition, it is stated in the *2010 Teacher Education Program Handbook* (page 5) that the Teacher Education Program supports a liberal arts education, as noted below:

...In keeping with the UMW mission statement, the Teacher Education Program immerses students in the liberal education environment and engages them in the conceptual and methodological rigors of the liberal arts and sciences disciplines....

The Teacher Education Program demonstrates a major overarching aim to ensure its graduates are “highly qualified,” not only through content academic standards, but also with the knowledge of how human learning occurs. In addition, the concept of reflection of practice is imbedded in the program goals.

The goals, set forth in the *2010 Teacher Education Program Handbook* (page 5), are listed below and speak to the purpose of the program.

Goals of the Teacher Education Program

The goal of the University of Mary Washington’s Teacher Education Program is to prepare teachers who are highly qualified. We set our standard for a highly qualified teacher by virtue of intellectual and academic expertise, knowledge of human learning, skill at creating a thriving classroom culture and the ability to make critical decisions in a demanding and supremely important profession. Toward that end, the Program focuses on content expertise, current research on human development and pedagogy, and critical practice and reflection in the classroom. We have used the Virginia Standards of Learning as the basis for our professional courses and courses in the cognate fields and we have used the InTASC standards as another basis for our goals.

As the College of Education moves forward, preliminary long-range planning is evolving which gives a window into the goals of the program and includes the following tiers:

1. *Continuing to align the work of the College with the University's strategic plan;*
2. *Increasing enrollment in professional preparation programs as resources to sustain quality accommodations;*
3. *Sustaining the core foundation of Liberal Arts and Sciences in concert with professional studies;*
4. *Enhancing the diversity of faculty, staff, and students in the College; ensuring candidates have professional competencies to work effectively with diverse student populations in practical and internship experiences;*
5. *Expanding the use of technologies in program delivery, professional development, and professional community outreach;*
6. *Sustaining, monitoring, and adapting a collegial governance structure and process within the College while participating fully in University governance;*
7. *Working to secure external resources to support and sustain scholarships and innovations in the College;*
8. *Developing sustainable priorities emanating from program and faculty initiatives, including Study Abroad Opportunities;*
9. *Conducting student and faculty research;*
10. *Using pedagogical approaches that are nimble and that ensure a 21st century professional preparation experience for all candidates in the College's programs;*
11. *Enriching initiatives related to special populations, English language learners, early childhood, and Science, Technology, Engineering and Mathematics (STEM);*
12. *Creating and maintaining mutually beneficial collaborations with area school divisions, their faculties, staff, administrators, and students;*
13. *Cultivating lifelong connections with College alumni to build and sustain the Teacher Spot virtual community;*
14. *Maintaining and expanding the agenda of the College Advisory Board and that of the Superintendents' Forum;*
15. *Sustaining the Educator in Residence and Celebration of Graduates event; and,*
16. *Continuing to develop and enhance a comprehensive data system for the College that supports providing evidence of candidate proficiency and that contributes to ongoing program and unit improvement.*

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

Multiple data points were used to identify if the program design at the University of Mary Washington incorporates the specific knowledge and skills necessary for

competency at the entry-level for educational professionals. The coursework offered by UMW for certain programs is described as follows:

Coursework

The University of Mary Washington is in transition with the development of undergraduate to graduate programs in five different areas of initial licensure. Evidence of coursework that supports specific knowledge and skills necessary for competence at the entry-level for educational professionals is found in the current online catalog.

In fall 2012, the College of Education began offering new five-year (undergraduate-graduate) M.Ed. programs. Students begin education coursework and field experiences at the undergraduate level and complete requirements at the graduate level. The four programs offered are as follows:

M.Ed. Initial Licensure Five-Year Pathway: PreK-12

M.Ed. Initial Licensure Five-Year Pathway: Secondary (6-12)

M.Ed. Initial Licensure Five-Year Pathway: Special Education - Adapted Curriculum K-12

M.Ed. Initial Licensure Five-Year Pathway: Special Education - General Curriculum K-12

Students pursuing a teaching license with an Elementary Education PreK-6 endorsement enter the Master of Science in Elementary Education Program, a five-year program. Students complete education coursework and field experiences at the undergraduate level, graduate with their class, and receive their bachelor's degree with a liberal arts or sciences major. They return for an additional year during which they complete graduate education coursework, a two-day per week internship for the first semester, and student teaching, including an action research study during the following semester.

Undergraduate students pursuing teaching with an endorsement in Special Education - General Curriculum K-12 complete the M.Ed. five-year program. Students major in a liberal arts or science, complete education coursework and field experiences at the undergraduate level, graduate with their class, and receive their bachelor's degree. They return for an additional year during which they complete graduate education coursework, 40 hours of field experiences in the fall, and student teaching, including an action research study during the following semester. Students graduate with a total of 33 graduate hours.

Undergraduate students pursuing teaching licensure with an endorsement in Special Education - Adapted Curriculum K-12 complete the five-year program leading to an M.Ed. degree, graduate with their class, and receive their bachelor's degree with a liberal arts or sciences major. They return for an additional year during which they complete graduate education coursework, 60 hours of field experiences in the fall,

and student teaching, including an action research study, during the following semester. Students graduate with a total of 36 graduate hours.

For students pursuing teaching licensure with an endorsement at the PreK-12 level, the College also offers the M.Ed. Initial Teacher Licensure Five-Year Pathway with endorsements in visual arts, foreign languages (French, German, Latin, and Spanish), music education: vocal/choral, music education: instrumental, and theatre arts. In addition, the College offers the Master of Education Initial Teacher Licensure Five-Year Pathway: Secondary (grades 6-12) program leading to teaching licensure in the following areas: biology, chemistry, computer science, English, earth science, history and social sciences, mathematics, and physics. Prior to 2012, these programs were offered at the undergraduate level only.

A review of the coursework for the individual pathways reveals solid scaffolding of theory and pedagogy for providing the specific knowledge and skills that are necessary for competency throughout the entire program, but in particular, at the entry-level.

College of Education Initial Licensure Program Admissions Evaluation Rubric

The initial teaching licensure program admissions evaluation rubric for graduate school provides a data point for review. This rubric uses transcripts, résumé and grade point average in a teaching (education) endorsement area as a way to evaluate the knowledge of content. This rubric provides the faculty with the necessary information to make decisions about entrance to the graduate programs.

The *College of Education Institutional Report for Accreditation* provides the following additional data point in support of specific knowledge and skills that are necessary for competence at the entry-level.

All licensure programs are designed to include coursework and field experiences to prepare teacher candidates to be able to demonstrate and apply all the competencies of a skillful entry-level educational professional.

Discipline-based knowledge is a prerequisite for effective teaching. While grounded in a strong liberal arts curriculum, the initial educator preparation programs strive to stimulate higher levels of thinking to analysis, synthesis, and evaluation that empower educators and their students to distill what is critical from the expanded knowledge-base brought on by a global society. Candidates enrolled in educator preparation programs leading to initial licensure acquire content knowledge through the completion of endorsement coursework. Undergraduate and Graduate Program Check Sheets outline content coursework required for the licensure area. Candidates enrolled in the undergraduate and 5-year undergraduate/graduate programs leading to initial licensure complete this coursework as part of their degree program in the Arts and Sciences. Candidates in post-baccalaureate programs leading to initial teacher licensure

develop and deepen their content knowledge as appropriate to their program of study. A transcript review is conducted at admission to the post-baccalaureate program and subsequently the faculty advisor approves an individual education plan to complete any endorsement competency deficiencies.

In addition to, and in conjunction with coursework, candidates also are required to successfully complete field experiences, practica, and internships throughout the program.

In addition to the above information, supportive documentation of specific knowledge and skills is highlighted through assurances in discussions with faculty and students during the on-site review, adding quality triangulation points for this standard.

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

The current program design has changed to reflect M.Ed. Initial Licensure Five-Year Pathway models for the Teacher Education Program.

The following visual representation of the College’s conceptual framework shows five areas that support the best educational practices, including reflection and the aspect of community. As stated on the College of Education (COE) Web site,

... continually strive to contribute to and disseminate the most up-to-date knowledge and skills in the field of education. The five components of the framework are emphasized by the faculty in implementing coursework, programs, and research. They are strands which are interwoven throughout the program....”



The “five strands” approach is a scaffolded way, from bottom to top, to capture an overarching approach to development of a solid knowledge base. Students are currently learning about this new framework and the development of this knowledge base is beginning.

The following narrative sections, from the *College of Education Institutional Report for Accreditation*, form the basis for the conceptual understandings of current educational research and best practices.

The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well-prepared to meet 21st century challenges.

Grounded in best practice, the program design makes critical connections between theory, practice, and reflection....

Candidates use their research-based knowledge of learners and learning to promote positive outcomes for all students. Through coursework and field-based experiences, candidates practice and demonstrate the utilization of 21st century skills in their work in school settings. Candidates participate in democratic communities of practice working with students, teachers, and administrators. As reflective professionals, candidates critically examine classroom/school experiences and purpose.

*The education programs prepare professional educators to perform their entry-level and advanced roles and responsibilities in the public schools effectively. The goal of the educator preparation program is to ensure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations for School Personnel. Program design has been guided by the [Board of Education] Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals, and Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents, the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards, Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*, the Interstate School Leaders Licensure Consortium: Standards for School Leaders, the Technology Standards for Instructional Personnel (TSIP), and the Virginia Standards of Learning (SOL).*

Discussions during on-site review team meetings with faculty and students reinforce solid understandings of current educational research and best practices. Students could articulate, not only about their content area, but also in general, understandings of teaching, how research supports their understanding of how to teach, and the best ways to go about teaching.

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

The conceptual framework redesign represents five areas of distinct knowledge-based understandings. The five areas are: (1) discipline-based knowledge; (2) theory to practice; (3) democratic community; (4) changing nature of learning; and (5) reflective professionals. The evidence can be found in the framework and program alignment documents where each area of the conceptual framework has been matched to student outcomes, criterion for demonstration, and assessment in each area of the program as evidenced through each course. In addition, the areas of the conceptual framework also are aligned with the related Board of Education standards and teaching endorsement competencies as well as most InTASC standards. This crosswalk allows the College of Education to continue discussions with faculty and students about the changes to the various M.Ed. Initial Licensure Five-Year Pathway programs. Although the crosswalk appears to have a sixth component, interdisciplinary decisions, this component was not presented to the on-site review team as part of the conceptual framework design.

It is obvious that the learning curve for this new framework is developing with students and staff alike. As the COE process progresses, it will be important to develop ways for all stakeholders, from community members to students, to become invested in this new framework. It is suggested that students be invited into this developing process as vested members of organizational teams, including the Advisory Board, Curriculum and Instruction Committee, and any other committees. This would permit the COE to honor the intent of collaborative development of the new programs.

The following narrative, extracted from the *College of Education Institutional Report for Accreditation*, supports evidence of a solid knowledge base that reflects current research:

The program framework prepares professional educators to effectively perform their entry-level and advanced roles and responsibilities in the public schools. The conceptual framework is grounded in a strong liberal arts tradition that integrates discipline-based knowledge with the application of that knowledge within broad educational experiences. The framework of the COE defines the essential relationship between theory and practice. All of the educational programs include diverse clinical experiences that range from observing the dynamics of a school to providing direct instruction for initial candidates as well as supervisory and leadership opportunities for candidates in advanced programs. The program framework is articulated in the Conceptual Framework and publications of the College of Education and University.

Collaboration with all of the stakeholders is essential. The College of Education has nurtured the development of advisory/partnership groups that have

contributed to the program framework. The Rappahannock Partnership for Professional Learning (RPPL) membership consists of educational professionals representing school divisions in the region. The Advisory Board for the College of Education brings together educators, business and community leaders, as well as alumni. The groups have contributed input on program design, field-based experiences, and outreach activities for school partners. In the development of new programs input was solicited from teachers, central office personnel, and building administrators from the local schools. Additionally, public school teachers and administrators have participated in the monitoring, implementation, and review of clinical experiences. Candidates complete an evaluation of the program at the conclusion of student teaching and participate in exit interviews.

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 faculty has developed a crosswalk document to serve as strong evidence for demonstrating how each program is aligned. This document illustrates the nature of the developing program. In developing the new program design framework, the College of Education has outlined the course connections for competencies identified by the matrices for each program.

Currently, the program continues to grow. The crosswalk document indicates strong evaluation assessments and rubrics identified for each related course. Knowledge, skills, and dispositions are clearly identified. Dispositions are framed under the concept of professional competencies. This concept is evaluated during the field mentorships and student teaching experiences, both as a midpoint and as a final evaluation. As the evaluation develops, entry-level candidates are developing their knowledge and skills with the dispositions framed in the context of professional competencies.

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

As the new framework becomes more widely known to students, the connections to this framework will continue to grow. At this point, candidates have a limited view of the new conceptual framework. Plans are in place to develop a greater understanding of the conceptual framework. It is important to note that the knowledge and skills evidenced by candidates is strong and is based on testing

results, candidate work samples, e-portfolios, and anecdotal evidence as reported by the candidates.

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

Documentation is clearly provided to demonstrate knowledge and skills with the dispositions framed in the context of professional competencies. As the transition to the new program design framework develops, the integration of knowledge, skills, and dispositions will continue to be interwoven with the course connections for competencies identified by the matrices for each program.

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.*

The UMW initial licensure programs are rich in field experiences. At the undergraduate level, field experiences have been embedded in a several classes. For example, the five-year elementary education program has embedded field work in eight different undergraduate classes. In addition, the fifth year requires a 15-hour per week internship in the fall and a full-time internship in the spring. Syllabi reveal that the field practica match the course content closely (e.g., the pre-kindergarten experience which accompanies EDUC 371: Language Development and Literacy Instruction-Primary). Tasks for the various practica bridge the gap between theory and practice and include activities such as teaching lessons, creating learning centers, observing and interviewing students and teachers. The Director of Field Experiences schedules each field practicum for each individual student and reported that in the fall 2012, 399 such placements were scheduled. This allows the director to ensure that students have multiple experiences with diverse learners, including English language learners, students enrolled in special or gifted education classes, students representing different ethnic groups, and students enrolled in rural and urban schools. The field experiences for each COE student are coded and saved in the University's Banner system so that placements can be tracked and future placements made.

- 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.

During the practicum courses in instruction, candidates engage in multiple observations and activities (as described in item 6a.); however, the major period of professional teaching is the student teaching internship which occurs in the last semester of the program leading to licensure. This semester-long experience is described in the *2012-2013 Clinical Experiences Handbook*, beginning with the section on “Professional Competencies.” During the semester, candidates gradually assume all responsibilities of the classroom teacher, including interactions with parents, other faculty, and school administrators. Candidates are consistently evaluated by the mentor (classroom) teacher and by a University supervisor who visits approximately once every one to two weeks. There is a mid-term and final evaluation that is based on the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.

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

Student teaching occurs over the course of a semester-long internship that requires daily attendance for 14 weeks, for a total of 560 hours. There are at least 150 hours of directed teaching during that time according to the Director of Clinical Experiences and Partnerships. Candidates in the five-year programs (with the exception of special education) are required to complete a pre-internship during the previous semester, including 15 hours a week for eight weeks and two weeks of full-time attendance (at 40 hours per week) for a total of 200 hours. In addition, there are between three and nine classes (depending on the program) which have embedded field experiences and require 20 to 30 hours of field work each. In the Special Education - General Curriculum K-12 Five-Year Program, candidates are required to complete courses with 40 embedded field experience hours during fall of the graduate year. Additionally, there are five courses with embedded field experiences (100 hours) completed at the undergraduate level. In the Special Education - Adapted Curriculum K-12 Five-Year Program, candidates are required to complete courses with over 60 embedded field experience hours during the fall of the graduate year. In addition, there are three courses with embedded field experiences (60 hours) completed at the undergraduate level. Thus, the amount of field experience completed far exceeds the number of required hours and is a definite strength of the initial licensure programs.

The Educational Leadership Program (Administration and Supervision) includes 150 hours of embedded experiences which are required as tasks in the following courses: EDEL 548: Evaluation for Instructional Improvement; EDEL 540: Leadership for Learning and Diverse Student Populations; EDEL 539: Special

Education Leadership in Schools; EDEL 542: Managing Schools and School/Community Relationships; EDEL 543: Professional Development and Supervision of Personnel; EDEL 545: School Law and Society; and, EDEL 546: Educational Policy and Decision Making. An internal document provided by the Program Director outlines all requirements. These tasks include such items as “an interview with the Director of Special Education,” a “finance project on equitable distribution,” and “audits for safety and operation.” These credits must be completed prior to the candidate’s enrollment in EDEL 551: Internship in Educational Leadership. According to *the University of Mary Washington Graduate Catalog* (page 112) ...*This 170 hour practicum component is the capstone experience for the added endorsement in administration and supervision....* This supervised internship provides opportunities for the candidate to assume significant leadership roles and to apply the skills and knowledge learned during the program courses. According to the Program Director, the experience also includes 20 hours of shadowing an educational leader. Therefore, the program meets the 320 clock hours required for the internship.

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

As stated in item 6.b, the embedded field experiences as well as the extended internships translate theory into practice. One example is EDUC 322B: The Teaching of Social Studies where the course focus is on teaching social studies at the elementary level. During this 30 clock-hour practicum, candidates plan and deliver a social studies lesson. In addition, they engage in a student interview project called “History through a Student’s Eyes.” Candidates reflect on the social studies lessons that they observed. During the student teaching internship, the elementary candidate is expected to plan lessons, deliver instruction, conduct assessments, and reflect on and modify teaching in the social studies. As a result, the knowledge and skills learned are directly applied in field settings.

- 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.*

There are multiple measures used to assess candidate performance in field experiences. These include portfolios, observations, and review of artifacts such as lesson plans and assessments. A requirement for various types of assessments is noted in the *2012-2013 Clinical Experiences Handbook*, page 26). Practica evaluations are developed by the course instructors. Many of the internships are supervised by education faculty members. During meetings with on-site review team members, faculty consistently expressed their desire to supervise interns. According to one of the student teachers observed by a member of the on-site review team, candidates are encouraged to conduct peer observations of other interns. Self-reflection on the part of candidates is required through the reflection

component of the electronic portfolio; each element of the portfolio requires both an artifact and a reflection component.

The arts and sciences faculty do not appear to have significant roles in evaluation of candidate performance. This process is primarily managed by COE faculty.

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.*

During on-site review team meetings with representatives of the arts and sciences faculty, it became evident that most of the interaction with education faculty occurs informally. In one instance (i.e., mathematics) a formal collaboration was ensured because the mathematics educator is actually a member of the mathematics department. This individual is able to share items concerning changes in the COE during the Mathematics Department meetings. However, in most instances the arts and sciences faculty reported only informal, occasional meetings were held with their colleagues in the COE. At least three arts and sciences faculty members expressed a desire to meet on a more formal and regular basis in order to understand and contribute to the education program.

- 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 College of Education has created sound, comprehensive partnership programs with surrounding school divisions. To date, partnerships have been signed with the following entities:

- Bettendorf Community Schools (Iowa)
- Cardinal Montessori School (Virginia)
- Caroline County Public Schools
- Culpeper County Public Schools
- Fairfax County Public Schools
- Fauquier County Public Schools
- Fredericksburg City Public Schools
- Friends of the Rappahannock
- George Washington Foundation (Fredericksburg, Virginia)
- Henrico County Public Schools

- King George County Public Schools
- Lynchburg City Public Schools
- Orange County Public Schools
- Prince William County Public Schools
- Smart Beginnings (Rappahannock Area)
- Spotsylvania County Public Schools
- Stafford County Public Schools

The signed Memoranda of Understanding (MOU) between school divisions and the COE are well-crafted and thorough in terms of expectations and responsibilities of each signatory. During the on-site review team observations at two partnership schools (i.e., one in Spotsylvania County and one in Prince William County), the school principal and instructional coordinator indicated great satisfaction in their partnerships with the UMW's College of Education.

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

As mentioned in item 7.b of this report, the established Memoranda of Understanding clearly require the participation of personnel in partner schools to assess candidates. The *Clinical Experiences Handbook* clarifies that the student teaching internship requires both midpoint and final evaluations on the part of the mentor teacher. During all field experiences, mentor teachers must complete an evaluation of “professional competencies” for each of the candidates they mentor. This assessment is adapted from the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Performance Standard 6: Professionalism*, and can be found in the COE internal document: *University of Mary Washington College of Education Professional Competencies Policy*.

- 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.*

There are many collaborative practices underway to partner the COE faculty and candidates with their school division counterparts. These involve both research efforts and educational enhancements. The following are a few examples as reported in the COE's self-study report:

Play Lab/Autism Clinic: This UMW activity is a field experience embedded in EDSE 541: Goals and Practices for Students Accessing an Adapted Curriculum. Undergraduate and graduate students spend half of the semester learning teaching strategies to support children with disabilities. During the remaining weeks, students manage the *Play Lab* where they work with small groups of children with disabilities under faculty supervision. University students collect data,

receive feedback on their work, and support parents in learning how to best support the student in academic, behavioral, and social areas based on what UMW students have developed. The culminating event of this course takes place when UMW students train parents in the strategies they have learned and present parents with a training binder to help them continue the progress the students have made at *Play Lab*. EDSE 541 is taken as an elective or as part of preparation for the Special Education - Adapted Curriculum K-12 endorsement.

Traineeship for Education of Special Education Personnel for Regions 3 and 4: The Traineeship for Education of Special Education Personnel Program (Special Education Teacher Support, or SETS) is now in its fourth year at the University. The project is supported by a competitive grant award funded by the Virginia General Assembly and received through the Virginia Department of Education, Division of Teacher Education and Licensure. The project is designed to support special education teachers who hold provisional licenses with an endorsement in Special Education - General Curriculum K-12 and who are currently employed in that teaching area (i.e., working with students accessing the general curriculum) in a Virginia public school. Participants are enrolled in the UMW special education program, and part of their tuition is reimbursed through the grant. In addition, mentors in their schools are trained by UMW faculty and receive a stipend to provide the new teachers with on-site support. To date 34 new special educators have been, or are being, served by this grant initiative.

Smart Beginnings: The UMW College of Education partnered with *Smart Beginnings* (Rappahannock Area) to provide a free professional development opportunity for teacher candidates, literacy specialist (reading specialist) candidates, mentor teachers, and practicing early childhood teachers in the region. Approximately 60 participants spent two days in October on the UMW Stafford campus learning how to apply the Classroom Assessment Scoring Scale (CLASS) and Early Childhood Environmental Ratings Scale (ECERS-R) from Marilyn Rice, a Master VirginiaStar Quality Initiative (VSQI) Rater. Ten participants stayed for a third day dedicated to training new mentors and raters for the Virginia Department of Education VSQI initiative. The partnership with Smart Beginnings has resulted in 40 expanded practicum placements in early childhood classrooms participating in the VSQI program.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: Met

Strengths:

The field experiences provided for candidates are exemplary and allow for many diverse experiences. In addition, the new program configuration illustrates best practices for preparing teachers, including a myriad of field experiences and research-driven content study instruction.

Weakness:

Collaboration with the arts and sciences faculty appears to be primarily informal and voluntary.

Recommendation: Create a way to structure more formal involvement of those colleagues, perhaps by inviting some of them to serve on COE standing committees.

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.

Candidates in education programs at the University of Mary Washington 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. The *2012-2013 University of Mary Washington Undergraduate Academic Catalog* states, in part, the following:

...Students may enroll in the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) undergraduate degree programs. Both degree programs require 120 credits for completion. General education requirements are designed to advance several educational goals. The requirements involve the development of core skills which enable students to understand, evaluate, articulate, and advance their ideas and the ideas of others. General education courses prepare students to engage with a changing, complicated, and multi-dimensional world. Through the variety of requirements, students are challenged to explore issues, solve problems, and learn through multiple methodological approaches. Ultimately, the general education program helps students to develop as individuals and as engaged members of the larger UMW community, and helps to foster the intellectual curiosity that will inspire students to acquire habits of lifelong learners....

The UMW general education requirements for the B.A. and B.S. degrees demonstrate the broad theoretical and practical knowledge necessary for teaching and PreK-12 student achievement as evidenced by course requirements, described as follows in the *2012-2013 University of Mary Washington Undergraduate Academic Catalog*:

- ***First Year Seminar.*** One course designated as a first-year seminar;

- **Quantitative Reasoning.** Two courses focusing on the role of quantitative information in various settings and on the ability to reason abstractly;
- **Natural Science.** Two course sequence, one course which must include a laboratory, focusing on the scientific mode of inquiry and the ways in which the natural sciences affect students' everyday experiences and choices as citizens;
- **Global Inquiry.** One course focusing on global interconnections related to economic, political, cultural, social, public health, or environmental issues;
- **Language.** Intermediate competency in a second language;
- **Arts, Literature, and Performance.** Two courses focusing on art, literature, or performance. One course focusing on global interconnections related to economic, political, cultural, social, public health, or environmental issues;
- **Language.** Intermediate competency in a second language;
- **Arts, Literature, and Performance.** Two courses focusing on art, literature, or performance. One course provides an opportunity for exploring the process of creating artistic work while the other course encourages the appreciation and the interpretation of artistic expression;
- **Human Experience and Society.** Two courses from two different disciplines that explore the forces shaping human activity, relationships, social structures, institutions, and intellectual systems;
- **Experiential Learning.** One faculty supervised experience involving significant experiential learning component designed to challenge students to go outside of the bounds of the typical classroom;
- **Writing Intensive Requirement.** Four courses designated writing intensive (WI). Any course designated WI, whether taken for general education for the major, or as electives will satisfy this requirement; and,
- **Speaking Intensive Requirement.** Two courses designated speaking intensive (SI). Any course designated SI, whether taken for general education for the major, or as electives will satisfy this requirement.

Candidates in educator preparation programs must take the appropriate undergraduate classes to meet Virginia Standards of Learning. Coursework is outlined in the respective advisement check sheets provided to all students. This process was confirmed by on-site review team members during a formal interview with the Assistant Dean for Advising. The Assistant Dean for Advising also articulated a very solid process of intake, advising, and registration for incoming students interested in educator preparation programs.

The general education courses ensure that candidates demonstrate each of the indicators of the achievement (listed below) of this standard.

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.*

The on-site review team was provided with several documents supporting this indicator. For example, in the M.S. Elementary Education program, candidates must take four writing intensive courses (12 credit hours) and two speaking intensive courses (six credit hours).

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

Adequate support and evidence for this indicator were provided for all programs reviewed. For example, in the M.S. Elementary Education program candidates must take at least two courses (six credit hours) that include Math 200: Introduction to Statistics, and may select one of the following courses: MATH 110: Finite Mathematics with Applications; MATH 115A: Introduction to Mathematical Modeling; MATH 121: Calculus I; MATH 122: Calculus II; MATH 200: Introduction to Statistics; and MATH 280: Statistical Methods.

- 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.*

Adequate support and evidence for this indicator were provided for all programs reviewed. For example, in the M.Ed. Special Education - General Curriculum K-12 program, candidates must have at least one two-course sequence in natural science with a laboratory focusing on the scientific mode of inquiry and the ways in which the natural sciences affect students' everyday experiences and choices as citizens.

- 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.*

Adequate support and evidence for this indicator were provided for all programs reviewed. For example, in the M.S. Elementary Education program, candidates

are required to take HIST 131: American History and GEOG 101: World Regional Geography.

- 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.*

Adequate support for this indicator was provided. For example, in the M.Ed. Secondary Biology program, candidates must take one course in arts, literature, and performance (process); one course in arts, literature, and performance (appreciation); and, two courses (from two different disciplines) in human experience and society.

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

Praxis I is the prescribed Board of Education assessment for entry into a Virginia-approved teacher education program. UMW teacher education candidates must achieve passing scores on the Praxis I Pre-Professional Skills Tests for Reading, Writing, and Mathematics Tests or present qualifying substitute SAT, ACT, or VCLA scores prior to or upon completion of 12 credit hours. This requirement was verified by the on-site review team through examination of student records and through formal interviews with teacher education candidates and faculty.

During the 2011-2012 report period students at the UMW scored above the state and national averages on most subsections of the Praxis I test components as noted in the following chart:

Praxis I Pre-Professional Skills Tests - 2011-2012	Institutional Average Pass Rate by (%)	Statewide Average Pass Rate by (%)	National Average Pass Rate by (%)
Reading	<i>C = Computerized Testing</i>		
Literal Comprehension	C-82 84	C-80 75	C-76 71
Critical and Inferential Comprehension	C-80 78	C-77 69	C-74 66
Writing	<i>C = Computerized Testing</i>		
Grammatical Relationships	C-66 67	C-62 59	C-60 58
Structural Relationships	C-61 67	C-63 60	C-61 59
Word Choice and Mechanics	C-64 64	C-65 54	C-63 54

Praxis I Pre-Professional Skills Tests - 2011-2012	Institutional Average Pass Rate by (%)	Statewide Average Pass Rate by (%)	National Average Pass Rate by (%)
Essay	C-62 68	C-63 64	C-63 63
Mathematics			
	<i>C = Computerized Testing</i>		
Number and Operations	C-64 50	C-66 49	C-68 53
Algebra	C-69 64	C-68 55	C-69 57
Geometry and Measurement	C-64 60	C-66 55	C-67 58
Data Analysis and Probability	C-81 59	C-75 61	C-76 62

Candidates also may substitute qualifying VCLA Reading and Writing test scores in lieu of Praxis I Reading and Writing scores to satisfy basic skills entry-level assessment requirements. (It should be noted that candidates must receive passing scores on the VCLA and other appropriate licensure assessments to be eligible for a renewable license.)

The following is a summary of VCLA pass rates, by education teaching endorsement areas for 2007-2009 and 2009-2011 from the report on *Standards for Biennial Approval of Education Programs* approved by the Board of Education:

<u>Key</u>
* = Fewer than 10 test takers
** = No Program Completers or Program Exiters
*** = Program Exiters Only
N/A = Licensure assessment not prescribed for the respective approved program
NR = Assessment Not Required (Candidates are seeking an added endorsement to their full Virginia teaching license.)
X = Program has not been in effect for a duration of two years. Pass rates are not required for this biennial period.
XX = Program no longer offered at institution

VCLA

Endorsement Areas	2007-2009 (%) Pass Rate for Program Completers and Exiters	2009-2011 (%) Pass Rate for Program Completers and Exiters
Computer Science	*	*
CTE: Business and Information Technology	*/***	80.0 (***)
CTE: Marketing	**	XX
Elementary Education PreK-6	94.9	90.6
English	96.2	91.9
English as a Second Language	*/***	91.7
French PreK-12	*	*
German PreK-12	*	*
History and Social Sciences	100	93.3
Latin PreK-12	*	*
Mathematics	78.6	*
Middle Education 6-8	90.0	86.7
Music Education - Instrumental PreK-12	**	*
Music Education - Vocal/Choral PreK-12	*	*
Reading Specialist	NR	NR
Science - Biology	93.3	*
Science - Chemistry	*	*
Science - Earth Science	*	*
Science - Physics	*/***	*
Spanish PreK-12	*	81.8
Special Education - Adapted Curriculum K-12	X	*/ ***
Special Education - General Curriculum K-12	X	87.8
Theatre Arts PreK-12	**	**
Visual Arts PreK-12	94.7	*

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

UMW candidates must obtain passing scores on Praxis II Content Assessments (if required) and the Reading for Virginia Educators (RVE). The RVE replaced the previously requested Virginia Reading Assessment (VRA). This requirement is implemented as evidenced by on-site team review of student records and documentation in all published materials regarding admission to the teacher education program (i.e., advising check sheets, *Teacher Education Program Handbook*, and catalogs).

The following is a summary of Praxis II, by assessments and program teaching endorsement areas, two cycles (2007-2009 and 2009-2011) of the report on *Standards for Biennial Approval of Education Programs* approved by the Virginia Board of Education:

<u>Key</u>
* = Fewer than 10 test takers
** = No Program Completers or Program Exiters
*** = Program Exiters Only
N/A = Licensure assessment not prescribed for the respective approved program
XX = Program no longer offered at institution

PRAXIS II

Praxis II Assessments by Program Endorsement Areas	2007-2009 (%) of Test Takers	2009-2011 (%) of Test Takers
Computer Science	N/A	N/A
CTE: Business and Information Technology	*** (No Test Takers)	80.0
CTE: Marketing	**	XX
Elementary Education PreK-6	92.3	93.5
English	88.5	94.6
English as a Second Language	N/A	N/A
French PreK-12	*	*
German PreK-12	*	*
History and Social Sciences	91.7	93.3
Latin PreK-12	N/A	N/A

Praxis II Assessments by Program Endorsement Areas	2007-2009 (%) of Test Takers	2009-2011 (%) of Test Takers
Mathematics	78.6	*
Middle Education 6-8	70.0	86.7
Music Education - Instrumental PreK-12	**	*
Music Education - Vocal/Choral PreK-12	*	*
Reading Specialist	N/A	N/A
Science - Biology	86.7	*
Science - Chemistry	*	*
Science - Earth Science	*	*
Science - Physics	*	*
Spanish PreK-12	*	100.0
Special Education - Adapted Curriculum K-12	N/A	N/A
Special Education - General Curriculum K-12	N/A	N/A
Theatre Arts PreK-12	N/A	N/A
Visual Arts PreK-12	94.7	*

Key

* = Fewer than 10 test takers
X = Program has not been in effect for a duration of two years.
Pass rates are not required for this biennial period.

VRA/RVE

VRA/RVE	2007-2009 (%) of Test Takers	2009-2011 (%) of Test Takers
Elementary Education	92.3	89.9
Reading Specialist	*	88.9
Special Education - General Curriculum K-12	X	80.5

SLLA

School Leaders Licensure Assessment	2007-2009 (%) of Test Takers	2009-2011 (%) of Test Takers
Administration and supervision PreK-12	92.5	93.5

The following charts, excerpted from the *2012 Praxis Summary Report* received from Educational Testing Service, compare 2011-2012 institutional, statewide, and national averages for the RVE and Praxis II assessments. As indicated on the charts, the institutional averages exceed state and national averages on several assessments.

**Comparison of Reading for Virginia Educators (RVE)
and Praxis II Assessments**

2011-2012 RVE - Reading Specialist	Institutional Average (%) of Test Takers	Statewide Average (%) of Test Takers
Assessment and Diagnostic Teaching	89	85
Oral Language /Oral Communication	91	79
Reading Development	84	77
Writing and Research	88	82
Specialized Knowledge and Leadership Skills	79	76
Analysis and Application	70	73

2011-2012 RVE – Elementary and Special Education Teachers	Institutional Average (%) of Test Takers	Statewide Average (%) of Test Takers
	<i>C = Computerized Test</i>	
Assessment and Diagnostic Teaching	C-75 79	C-75 77
Oral Language /Oral Communication	C-75 75	C-71 69
Reading Development	C-76 79	C-75 72
Writing and Research	C-76 80	C-69 71

2011-2012 RVE – Elementary and Special Education Teachers	Institutional Average (%) of Test Takers	Statewide Average (%) of Test Takers
<i>C = Computerized Test</i>		
Analysis and Application	C-76 79	C-74 74

2011-2012 Praxis II Assessments	Institutional Average (%) of Test Takers	Statewide Average (%) of Test Takers	National Average (%) of Test Takers
Elementary Education - Content Knowledge	<i>C = Computerized Test</i>		
Language Arts	C-82 81	C-79 78	C-76 76
Mathematics	C-77 78	C-76 76	C-71 71
Social Studies	C-71 70	C-68 65	C-65 62
Science	C-75 74	C-74 72	C-71 67
English Language Literacy Composition - Content Knowledge			
Literature and Understanding Text	81	77	75
Language and Linguistics	77	71	69
Composition and Rhetoric	84	80	77
Social Studies - Content Knowledge			
United States History	68	66	62
World History	56	63	58
Government/Civics/Political Science	68	72	66
Geography	61	70	67
Economics	59	64	62
Behavioral Sciences	68	66	65
Art			
Art Making	76	72	71
Historical and Theoretical Foundations of Art	75	71	68

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.*

A review of the curricula indicates that candidates demonstrate the ability to apply knowledge and skills related to the development of children and youth, the complex nature of language and reading, understanding of contemporary issues in education, and appropriate use of technology and diversity.

The M.S. Elementary Education degree program is a stellar example of the comprehensiveness of the UMW teacher preparation curricula and the variety of activities offered. Examples of courses which address this section of the standard include the following:

- EDUC 203: Introduction to Learning and Teaching-Elementary is the first course candidates must take. Candidates are assigned a practicum experience which requires them to interact with students and design a lesson. In all other practicum-related classes, candidates are required to complete a variety of assignments, including designing and implementing detailed lesson plans, learning centers, units, and management plans. Other courses include EDUC 371: Language Development and Literacy Instruction-Primary, and EDUC 373: Language Development and Literacy Instruction-Intermediate.
- Pedagogical content knowledge also is studied in a number of other courses including EDUC 388: Managing the Elementary Classroom, EDUC 303: Scientific Inquiry, MATH 204: Mathematical Concepts I, EDUC 305: Mathematical Concepts II, and EDUC 386: Elementary Social Studies Methods.
- EDUC 420: The Professional Teacher and Critical Issues in Education immerses students in contemporary education issues, including the prevention of child abuse, the importance of due process, and issues of school law. All candidates complete the *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators* module in EDUC 420: The Professional Teacher and Critical Issues in Education. Other key courses include EDUC 514: Constructivist and Developmental

Teaching in the Elementary School and EDUC 510: The Inclusive Classroom.

The issue of diversity is addressed in all courses and in the practica. Candidates enrolled in the five-year M.S. degree program are required to complete eight practica during their undergraduate program. The post-baccalaureate programs generally include between three to five field experiences. In a formal interview with on-site review team members, graduates indicated that participating in multiple practica and internship opportunities was instrumental to their success in schools. These clinical experiences require candidates to complete specific assignments which are evaluated by both the classroom teacher and the course instructor. During the fifth year, candidates in the M.S. program complete the EDUC 540: Teaching Internship course which consists of a yearlong internship with placements in both primary and intermediate grades. During the spring semester of the M.S. internship, candidates complete an action research project that was developed in the fall semester as part of the EDUC 530: Master's Research course.

All candidates must complete the online *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators* training module.

- 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.*

Candidates in the UMW Teacher Education Program demonstrate the ability to apply the principles of learning, methods for teaching the content area, classroom and behavior management, and evaluation of student performance. For example, candidates in the PreK-12 M.Ed. initial licensure endorsement programs take courses which address the principles of learning, methods, behavior management, and evaluation. Key examples of coursework offered in these areas include the following: EDCI 500: Teaching and the Development of the Learner, EDCI 502: Educational Goals and Practices, EDCI 503: Practicum in Goals and Practices, EDCI 511: Educational Goals: Middle or Secondary, EDCI 515: Literacy and Language Across the Curriculum, INDT 501: Instructional Technologies, and EDCI 550: Field Mentorship, the capstone professional development experience for teacher candidates. In EDCI 523: Managing the Classroom Environment - PreK-12, candidates develop the ability to apply classroom and behavior management skills. In this course, candidates create a management plan specific to an elementary, middle, or secondary classroom environment. This assignment allows candidates to demonstrate the skills needed to successfully plan and manage for the unique behaviors that exist at each classroom level. Assignments also include an analysis by candidates of a variety of behavioral situations found at different classroom teaching levels.

Another example in which candidates demonstrate the ability to apply the principles of learning and pedagogical skills is found in the M.S. Elementary Education degree program. Candidates take EDUC 540: Teaching Internship, EDUC 311: Literature and the Arts in Elementary Classroom, EDUC 371: Language Development and Literacy Instruction-Primary, and EDUC 373: Language Development and Literacy Instruction-Intermediate (academic journal write-up). In EDUC 351: Instructional Design and Assessment, candidate's complete language and reading-based activities by completing *Accessible Text Essay* and *Content Reading Learning Plans*. Candidates demonstrate the ability to apply knowledge and skills related to the complex nature of language acquisition and reading for youth in EDUC 440: Initial Licensure Internship and are assessed through evaluations by mentor teachers and UMW supervisors. Candidates demonstrate the ability to apply knowledge and skills related to prevention of child abuse by completing the *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators* module in the EDUC 420: The Professional Teacher and Critical Issues in Education course.

Candidates progress through a program that is continuously monitored on several levels, including overall GPA, course grades, and internships. Candidates enrolled in the M.Ed. programs for the purpose of professional development or adding teaching endorsements demonstrate their pedagogical content through course assignments (e.g., action research, inquiry projects, case studies, integrated technology projects, and curriculum development and/or improvement projects). Key assessments such as portfolios and comprehensive examinations used in the programs provide evidence that candidates have broad knowledge of instructional strategies in the content they teach and that they have the expertise to integrate technology into teaching.

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

All teacher education candidates have numerous opportunities to demonstrate their ability to have a positive impact on PreK-12 student learning, methods for teaching the content area, classroom management, instruction and assessment. For example, candidates enrolled in the initial licensure program for English as a Second Language (ESL) have several opportunities to demonstrate their ability to have a positive effect on student learning. They demonstrate the ability to judge prior student learning through conducting a case study research project in TESL 515: ESL Literacy Strategies. Candidates demonstrate the ability to plan instruction through completion of lesson planning assignments in EDCI 511: Educational Goals and Practices-Middle or Secondary, EDCI 550: Field Mentorship, and TESL 530: Second Language Teaching Methods-Literacy and Language Skills. Further, candidates demonstrate effective teaching through the impact study assignment in EDCI: 550 Field Mentorship as well as the action

research project in TESL 530: Second Language Teaching Methods-Literacy and Language Skills. Impact study work samples were reviewed by the on-site team.

Examples of how ESL candidates demonstrate ability to assess, analyze and reflect on student performance include such assignments as the performance task in EDCI 511: Educational Goals and Practices-Middle or Secondary, the impact study as part of their portfolio in EDCI 550: Field Mentorship, and an analysis assignment in TESL 531: ESL Curriculum, Assessment and Leadership. Candidates enrolled in the initial licensure program for ESL take INDT 501: Instructional Technologies to develop the ability to use educational technology in a variety of effective ways. They demonstrate the ability to enhance student learning through the use of computers and other technologies for instruction through assignments such as Web inquiry and Web page analysis in INDT 50: Instructional Technologies and TESL 530: Second Language Teaching Methods-Language and Literacy Skills. Candidates assess student learning through the impact study as part of their portfolio in EDCI 550: Field Mentorship.

Candidates in the M.Ed. Initial Licensure Five-year Pathway Secondary (6-12) and the M.S. in Elementary Education degree programs take EDUC 540: Initial Licensure Internship. Candidates in the M.Ed. Initial Licensure Five-Year Pathway Elementary Education (PreK-6) degree program take EDCI 550: Initial Licensure Internship. These courses allow candidates to hone their pedagogical skills in classrooms. The impact study allows candidates to assess the effectiveness of their teaching on student learning and is a part of their internship grade. Candidate portfolios are very impressive. A review of work samples indicates that candidates have a strong grasp of content and pedagogy for teaching and competence in assessment and evaluation of student performance. The work is both professional and creative and provides evidence of the quality of candidates in the program.

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

Candidates demonstrate the ability to use educational technology in coursework and clinical experiences. For example, candidates in the Elementary Education M.S. program demonstrate the ability to apply knowledge and skills related to the appropriate use of technology through lectures and activities in EDUC 203: Introduction to Teaching and Learning-Elementary.

Candidates also demonstrate competency with instructional technologies in coursework and in clinical experiences. Cooperating teachers tout the competence of UMW candidates and graduates with the use of technology in formal interviews. All educator preparation programs require the course, INDT 501: Instructional Technologies. This course provides an overview of the design, development, integration, and evaluation of instructional technologies and

associated instructional strategies. Both UMW campuses offer state of the art computer laboratories which support candidates in educator preparation programs. Through formal interviews with alumni, University supervisors, and students, it was confirmed that the training and preparation in technology to enhance student learning is strongly evident.

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

Candidates enrolled in UMW teacher education programs demonstrate the ability to analyze and use various types of data to plan and assess student learning as evidenced by course requirements and clinical experiences. A few examples from the M.Ed. Five-Year Initial Licensure Pathway in Secondary Biology program include EDCI 515: Literacy and Language Across the Curriculum, EDUC 535: Advanced Pedagogy, EDUC 521: Educational Research Methods, EDCI 580: Introduction to Research, EDUC 530: Master's Research, EDUC 540: Initial Licensure Internship, and EDUC 541: Internship Seminar. Examples from the M.S. Elementary Education program include the following courses: EDUC 371: Language Development and Literacy Instruction-Primary, EDUC 373: Language Development and Literacy Instruction-Intermediate, EDUC 396: Elementary Social Studies Methods, EDUC 387: Introduction to Special Education (Elementary), EDUC 388: Managing the Elementary Classroom Field Experience, and EDUC 530: Master's Research (taken concurrently with EDUC 540). As stated earlier in this report, the impact study allows candidates to assess the effect of their teaching on student learning, providing evidence that candidates are able to use data to plan and assess student learning.

- 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.*

A review of program endorsement area matrices and candidate interviews with on-site team members revealed that the *SOL* were introduced early in candidates' preparation and were emphasized throughout the programs. Candidates further reported that they felt very familiar with the *SOL* based on course content in

which the SOL were introduced and reviewed. They indicated that their knowledge base helped them to be successful in clinical placements.

- b. *Candidates demonstrate the competencies specified in their intended licensure endorsement areas as defined in 8VAC20-542-70 through 8VAC20-542-600.*

Documentation of competencies and the coursework which meets the standards is outlined in the matrices submitted to and approved by the Board of Education. These matrices were presented as a part of the documentation in the electronic exhibit room and were reviewed by on-site review team members.

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

For the 2007-2009 biennial reporting period candidates achieved a 92.5 percent passing rate on the SLLA. A 93.5 percent passing rate was achieved on the School Leaders Licensure Assessment (SLLA) for the 2009-2011 biennial reporting period.

- 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.*

Candidates in the Educational Leadership Program gain an understanding of research, research methods, issues, trends, and research-based best practices in the following courses: EDEL 548: Evaluation for Instructional Improvement, EDCI 590: Individual Research, and EDEL 540: Leadership for Learning and Diverse Student Populations.

Mentor Teachers were highly complimentary of interns' ability to work with diverse student populations as evidenced through interviews with on-site review team members.

- e. *Candidates demonstrate the ability to use educational technology, including computers and other technologies, in instruction, assessment, and professional development activities.*

Candidates take courses which address technology, instruction, assessment and professional development activities. These include the following courses: EDEL 539: Special Education Leadership in Schools, EDEL 540: Leadership for Learning and Diverse Student Populations, EDEL 541: Developing, Administering and Evaluating Curriculum, EDEL 547: Literacy Leadership for Administrators, and INDT 545: Organizational Leadership in Educational Technology. Cooperating teachers at Triangle Elementary School in Prince

William County reported that UMW interns were very technologically savvy and able to use cutting-edge technology with ease. Candidates verified this during formal interviews with on-site review team members, indicating that they felt their coursework, clinical experiences, and faculty support helped them to feel very prepared with regard to applications of technology in the classroom.

- f. *Candidates demonstrate the ability to use test data to revise instruction and enhance student achievement.*

A 2009 employer satisfaction survey indicates that UMW graduates in administration and supervision are very highly regarded. Most of the graduates were ranked as "excellent" on items evaluating such constructs as collaborative problem solving and use of data to make instructional decisions. Graduates' ability "to promote a physically and emotionally safe environment for all stakeholders" was ranked highest of all the items. A 2011 employer satisfaction survey yielded similar results regarding the use of data.

- g. *Candidates understand emerging issues that impact the school community and demonstrate the ability to collaborate with families, community members, and other stakeholders.*

Candidates enroll in the course, EDEL 542: Managing Schools and School and Community Relationships, which emphasizes utilizing school staff, parents, and community resources and partnerships to build a positive culture necessary to achieve desired educational goals.

- h. *Candidates demonstrate mastery of administration/supervision competencies through multiple sources of data such as internships, portfolios, and interviews, including employer satisfaction surveys.*

Candidates demonstrate mastery of administration/supervision competencies through multiple data sources such as EDEL 551: Internship in Educational Leadership in which students complete 150 hours of embedded experiences in the core courses prior to, during, and following the intense school division placement experience. This 170 hour practicum component is the capstone experience for the added endorsement in administration and supervision. This experience provides the opportunity for candidates to apply the skills, understandings, and competencies learned in the program under the auspices of a mentor with an administration and supervision PreK-12 endorsement. Students are encouraged to identify, analyze, and resolve problems using effective problem solving techniques throughout this experience.

Students demonstrate mastery of administration/supervision competencies as evidenced by a 2011 employer satisfaction survey which indicates that data driven decision making is considered a strength among graduates. Other comments on

the survey included such plaudits as ...*highly respected as an administrator; a wonderful leader; able to see the “big picture”*....

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 represent well-qualified education scholars who are actively engaged in teaching and learning.

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

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

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

The UMW COE professional education faculty, housed in the newly created College of Education (July 1, 2010), is comprised of 19 full-time members: 10 faculty members teach in the Department of Curriculum and Instruction and nine teach in the Department of Foundations, Leadership, and Special Populations. All full-time faculty hold terminal degrees as evidenced by faculty curricula vitae. The Dean of the College of Education also serves on the faculty in the Department of Foundations, Leadership, and Special Populations. The Director of Clinical Experiences and Partnerships holds a Ph.D. in Curriculum and Instruction and has seven years of teaching experience at the middle school level. Based on information supplied by the College, the faculty is an ethnically diverse group (i.e., 22 percent ethnic/racial minority), more so than the University as a whole. One limitation is the lack of gender diversity, only three male faculty in relation to 16 female faculty.

Twenty-seven professionals support program delivery on an adjunct basis. Examination of curricula vitae revealed that 11 of these adjuncts hold terminal degrees, with 14 holding master's degrees. Two of the vitae did not supply degree information beyond the bachelor's level, but the individuals evidenced over 20 years of classroom experience in the area of assignment. All faculty are qualified for their instructional roles based on extensive experiences in the field and/or post-graduate work, with a minimum of four years and an average of almost 18

years of classroom experience. Similar to the full-time faculty, there is ethnic diversity among the adjuncts, but a lack of gender diversity.

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

According to evidence gathered through interviews with the Dean of the College of Education, faculty, adjunct faculty, supervisors of field experiences, and teaching candidates, the education faculty are competent, if not exceptional, in their fields of specialization. Examination of faculty curricula vitae documents the qualifications of the faculty. All faculty members hold doctorate degrees. Their primary areas of specialization are curriculum and instruction, social studies education, science education, special education, education administration and educational leadership, mathematics education, literacy and reading and writing instruction, educational psychology, linguistics, counseling and development, and instructional design and technology. All full-time faculty have a minimum of three years (with an average of 10 years) of professional experience at the PreK-12 level.

- 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.*

Education course syllabi indicate appropriate and frequent use of technology, both in the teaching of courses and in assignments expected from candidates. Interviews with candidates, full-time faculty, and adjunct faculty confirm extensive knowledge and integration of technology in teaching and learning through the use of SmartBoards, Smart Notebook, activities using the Learning Management System, peer editing using Google Docs, use of VoiceThread to encourage reflective practice, and faculty-led webinars as resources for PreK-12 schools. Faculty indicated that training is available through annual Faculty Academy workshops offered by the Division of Teaching and Learning Technologies. Evidence shows that COE faculty have been presenters during these workshops. The Director of Clinical Experiences and Partnerships and College supervisors also guide candidates in developing e-portfolios prior to program completion.

During on-site review team discussions with the College of Education Faculty Affairs Committee, members indicated that one of the University's recognized strengths is the technological expertise of the COE faculty, exhibited through "Blended Learning" initiatives, contributions to the development of policies, and a course approval process for online learning.

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

Education course syllabi of full-time and adjunct faculty indicate that the *SOL* are addressed. Samples of candidates' work from first lesson plans to more advanced unit plans and the culminating internship portfolios show an early attention to and eventual implementation of appropriate learning activities to address the *SOL*. The *SOL* are clearly present in the *Framework and Program Design Alignment* documents.

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

Examination of the University's Strategic Plan indicates that "...UMW values the opportunities, richness, and excellence fostered by a diverse and inclusive environment..." Additional evidence of such commitment can be found in the *University of Mary Washington Undergraduate Academic Catalog* (page 8), "University of Mary Washington Principles on Diversity and Inclusion." Also, the University has created an Office of Diversity and Inclusion. Within the COE, the Mission Statement (page 224 of the *Undergraduate Academic Catalog*) indicates that the program "...prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs..." Discussions with faculty and candidates, as well as review of course syllabi, indicate that COE faculty embrace the University's and College's commitment to educator preparation and demonstrate understanding of cultural differences and exceptionalities and their instructional implications.

College of Education faculty are actively involved in development of ways to increase their own knowledge base for working with diverse students and sharing their expertise with candidates and public school educators. Discussions with faculty and a review of curricula vitae indicate that education faculty regularly attend conferences, participate in workshops focusing on teaching diverse learners, and share what they have learned from those experiences. All syllabi reviewed include the following or similar information concerning accommodations for students with special needs:

...Depending on the student's needs, the Office of Disability Services coordinates accommodations for students with disabilities, advises and assists in arranging accommodations and acts as a liaison between students, faculty, administration, and staff on issues relating to accommodations. Each student may require a different approach in order to achieve equal access to programs and services. If you have an educational need for which you are seeking accommodations, contact the Office of Disability Service at 540-654-1266 or visit <http://www.umw.edu/disability/...>

College of Education faculty present workshops for school divisions that focus on culturally responsive practices. A particular need expressed by teachers in area schools is for training in strategies and instructional approaches to help English language learners succeed. Faculty responded by developing a targeted professional development opportunity for teachers in one school division where pre-service teachers participated in a practicum working with English language learners. Since 2004 *Tea for TESL*, an annual event sponsored by the UMW COE, targets professional development for students, educators, and program alumni in the region. The event includes a presentation by faculty on sharing approaches to support English language learners.

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

According to COE faculty and the Director of Clinical Experiences and Partnerships, many professional education faculty supervise field experiences as part of their teaching load. All full-time faculty and adjunct faculty supervisors have at least three years of professional teaching experiences in PreK-12 schools, with an average of 10 years for full-time faculty and almost 18 years for adjunct faculty. Department Chairs and the Director of Clinical Experiences and Partnerships collaborate in staffing for practica and internships, and additional adjunct supervisors, if necessary, are hired by the Department Chairs. These supervisors, all of whom hold at least a master's degree, have been identified as having been effective classroom teachers and/or effective supervisors for other colleges and universities.

- 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.*

As explicitly stated in the *Guiding Values* of the Strategic Plan, "...UMW values its dynamic regional partnerships and its leadership role in serving as a cultural, economic, and intellectual resource to the community...." Documentation provided by COE personnel and review of vitae indicate that COE faculty make frequent conference presentations and lead workshops for public schools on topics related to teaching and learning. For example, faculty have developed conferences for educators in the region targeting teaching strategies and best practices based on current research, including the Literacy Coaching Symposium with Stafford County Public Schools and the EdTech Conference in which COE faculty have served as workshop presenters. Information sessions on *Destination ImagiNation* have been held for parents of gifted children in Fairfax, Fauquier, and Orange Counties.

Vitae and Faculty Annual Activities Reports (FAARs) indicate COE faculty frequently engage in teaching professional development courses on weekends in

response to requests from and needs of PreK-12 constituents in the region. A particular need in area schools is instructional approaches to help English language learners succeed. Faculty responded by developing a targeted professional development opportunity for teachers in one school division where pre-service teachers were placed in a practicum working with students learning the English language. Also, *Tea for TESL* is an annual event sponsored by the COE that targets professional development for students, educators, and program alumni in the region. The event includes faculty presentations on approaches to support English language learners. Additionally, the *Media Resource Guide* is an online listing of faculty who have agreed to offer their expertise to public schools and community organizations targeting teaching and learning topics. Discussions with COE faculty and the Faculty Affairs Committee revealed a “dedication to outreach,” and indicated that faculty impact on PreK-12 schools has increased since the formation of the COE in 2010.

- 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.*

College of Education faculty curricula vitae and FAARs clearly show a strong pattern of activity and involvement in professional associations such as the American Educational Research Association, International Reading Association, Council for Exceptional Children, American Council on the Teaching of Foreign Languages, Association for Supervision and Curriculum Development, and the Association of Teacher Educators. Faculty members also are active in state organizations such as the Virginia Educational Research Association, Virginia Society for Technology in Education, Virginia State Reading Association, and the Association of Teacher Educators in Virginia.

Vitae and FAARs provide evidence that faculty provide education-related services in areas of expertise and assignment. For example, a COE faculty member serves as a pro bono consultant to the hearing officer in nearby Culpeper County regarding legal issues involving student discipline cases; two faculty members co-taught a 12-hour weekend professional development course (“Teaching with WebQuests”) for area in-service teachers; another faculty member taught a 12-hour weekend professional development course (“Content Strategies for English Language Learners”). All full-time faculty have made presentations at local, state, and national education-related conferences and show records of publication in peer-reviewed journals related to their specific areas of expertise and assignment.

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

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

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

Documentation provided by the College of Education states, in part, that "...At the University of Mary Washington, teaching is the single most important responsibility of regular full-time faculty members...." Also, according to the University's Mission Statement, "...UMW regards the provision of high-quality instruction as its most important function...." The COE Mission Statement further defines a commitment to high quality instruction as "...enhancing teacher aptitudes for research and critical decision making to ensure knowledge of learning theories and research-based pedagogy...."

Discussions with COE faculty and candidates, as well as an examination of course syllabi, candidate work samples (i.e., lesson plans), and the expertise and experiences noted in faculty vitae provide evidence that faculty employ a variety of instructional strategies to teach course content and model a variety of best practices. For example, in one special education course a faculty member uses "Structured Academic Controversy" as a technique to foster debate about a key issue. Following discussion about the effectiveness of the strategy, candidates develop lesson plans incorporating the strategy that they implement in practical settings. This serves to reinforce the commitment that instructional strategies used and modeled are aligned with the basic tenets of the College's conceptual framework, specifically the concept of changing "Theory into Practice."

Candidates also report, and assignments reflect, a strong focus on constructivist approaches throughout the education programs. Faculty report that instruction is designed to encourage a transformative experience, and to nurture the professional development of candidates into skilled, reflective, and responsive practitioners. Course syllabi provide evidence that teaching reflects the conceptual framework and current research, including the fact that faculty use a variety of instructional strategies to address different learning styles, and that they appropriately assess candidate performance throughout their teaching.

Documentation, including the *University Undergraduate Academic Catalog* (page 262), indicates that COE faculty have been recognized for their excellence in teaching. Since 2003, five recipients of the Graduate Faculty Award are faculty who have taught or currently teach in the College of Education. In addition, COE faculty have been presenters in workshops offered by the

University's Teaching Center and the Division of Teaching and Learning Technologies annual Faculty Academy. A COE faculty member serves on the University's Teaching Center Advisory Committee.

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

Review of syllabi and discussions with full-time and adjunct faculty and candidates documents that the methodology, strategies, and learning theories discussed in the classroom invite candidates across UMW education programs to learn and apply the principles of reflective practice and critical thinking. Faculty model best practices in teaching by using varied instructional strategies and appropriate technology to help students connect with the content and to develop critical-thinking and problem-solving skills. Candidates reflect critically on their required readings, projects, research, and practice. Candidates often are given a typical problematic situation from a classroom, either with regard to instruction or management, and are asked how they would resolve the situation, sometimes during role playing. For example, candidates in a foundations course are asked to create a model 21st century school. In some courses candidates learn about Problem-Based Learning (PBL) through engaging in such lessons and experiencing the problem-solving process themselves. Candidates develop PBL lessons that reflect the particular structure and then apply the strategies during practica placements.

Syllabi and samples of program completers' portfolios indicate that candidates engage in extensive reflection throughout their field experiences. As part of their pre-internship field experience requirements, candidates are given assignments to complete in which they must work with students, design and implement activities, plan and teach lessons, and/or conduct student interviews. Documentation provided by the COE indicates that candidates are required to reflect on the following as appropriate: their implementation of assignments, how to revise and enhance the designs of their lessons, how to improve their teaching, their students' work and thinking, and ways to enhance their students' future learning. Evidence provided by the Director of Clinical Experiences and Partnerships shows that during internships, candidates are required to continually reflect on their experiences, their observations, their teaching, classroom management, student learning, and their growth. Each week candidates reflect on their own progress--both by themselves and jointly with their mentor teacher. Based on these reflections, goals are set for the following week.

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

According to documentation provided by the COE, faculty strive to prepare teachers and professional school personnel who embrace diversity and who possess the knowledge, skills, and dispositions to help all students learn.

Additionally, the College's conceptual framework states, in part, that "...Teachers and administrators must display concern that takes into account individual and cultural differences in such permutations of diversity as ethnicity, gender, race, sexual orientation, religion, class, age, geography, language, cognitive style, giftedness, and disabilities...."

Syllabi and discussions with candidates, interns, faculty, and the Director of Clinical Experiences and Partnerships indicate that through coursework and field-based experiences, all candidates have many opportunities to develop awareness of and sensitivity to the diverse needs of learners in the schools; they learn how to design and adapt instruction to meet those needs. Candidates study developmental differences, exceptionalities, and cultural and social influences on learning, as well as individual and group differences. They explore a variety of instructional strategies to use in teaching diverse student populations in a variety of settings. Candidates learn the importance of working collaboratively with families and significant adults in the lives of their future and current students. During the internship, candidates demonstrate an understanding of meeting the needs of diverse learners at the practical level, evidenced through lesson plans, observation, work products, and the final evaluation. Following observations at Triangle Elementary School in Prince William County, mentor teachers for two elementary interns reported that UMW candidates are "very well prepared for adapting instruction" to match diverse students' needs.

Additional evidence that teaching by COE faculty demonstrates understanding of cultural differences and exceptionalities and their instructional implications can be found in the performance of program graduates who are now teaching. *Employer Satisfaction Survey* results from spring 2011 indicate that 100 percent of program graduates employed as instructional personnel were rated by their school administrators as Effective (41.7 percent) or Highly Effective (58.3 percent) in relation to the item: *Understanding of the Learner: The teacher differentiates instruction to meet the needs of diverse learners*. Identical ratings were applied to the item: *Diversity: The teacher demonstrates an understanding of cultural perspectives*. This represents improvement over slightly lower ratings on the 2009 *Employer Satisfaction Survey*, in which the item: *Diversity/Cultural Awareness* was identified as an area with "room for improvement." Similar results were evident in the 2011 *Administration and Supervision Employer Satisfaction Survey*, where 100 percent of Educational Leadership program graduates employed in administrative positions received ratings of "Agree" (25 percent) or "Strongly Agree" (75 percent) on the item: *The administrator demonstrates an understanding of cultural perspectives*.

Other indicators that the teaching of faculty reflects knowledge and understanding of cultural diversity and exceptionalities include grants awarded to faculty to support outreach to in-service educators. A graduate course on differentiated instruction across the curriculum for English language learners, TESL 532, was designed for general education teachers in the Commonwealth and has been

delivered in all regions of the state. A state-funded special education grant program provided funding to support provisionally licensed teachers completing the initial licensure program. The project included the training of mentor teachers by faculty in the COE on strategies to support beginning special education teachers.

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

Documentation provided by the COE states, in part, that "...At the University of Mary Washington, teaching is the single most important responsibility of regular full-time faculty members..." The *University of Mary Washington Faculty Handbook* clearly articulates expectations for faculty performance in the area of teaching and requirements for reappointment, promotion, and tenure. According to Section 6, Faculty Evaluation Procedures, "...All tenured, tenure track, renewable term appointments (lecturers and senior lecturers), and any other faculty on continuing multi-year contracts in the College of Education are evaluated annually according to the guidelines in the *University Faculty Handbook* as follows:

...6.1 ANNUAL EVALUATION PRINCIPLES FOR FULL-TIME INSTRUCTIONAL FACULTY. Annual evaluation of faculty has been mandated by the Board of Visitors. The evaluation system is required to be multi-sourced, to include peer review (unless this step is not part of the department's process), and to place each faculty member on an evaluation level between 0 and 3 (0 = Unsatisfactory: failure to meet minimum performance expectations; 1 = Faculty performance which meets expectations or less than one year for evaluation. When used in cases other than a faculty member who is in her/his first year at UMW, this rating implies that the faculty member is only barely meeting the minimum expected level of performance and that room for significant improvement exists; 2 = Effective, productive in meeting all goals, and represents the average performance expected of UMW faculty. A rating of Effective always should be interpreted in a favorable light; 3 = Exceptional or outstanding performance; well above the Effective level of expectations....

The faculty evaluation model assesses faculty in three areas: teaching, scholarship, and service. Each year faculty set a percentage weighting for each of the areas of evaluation, with teaching necessarily carrying the highest weighting. Members of the College's Faculty Affairs Committee confirm the information found in Appendix K of the *University of Mary Washington Faculty Handbook*. This section clearly articulates the procedures for faculty evaluation for tenure and promotion within the COE and outlines the criteria, indicators, and evidence in the areas of teaching, scholarship, and service. Both the criteria and procedures outlined in the document are consistent with guidelines in the *University of Mary Washington Faculty Handbook*.

According to the *University of Mary Washington Faculty Handbook*, each year faculty prepare a Faculty Annual Activities Reports. FAARs for education faculty provided by the COE show that faculty list the courses they have taught each term, the enrollment, and attributes of the course, indicating whether the course is new or significantly revised; faculty reflect upon their courses and comment upon topics such as course outcomes, results of course revisions, and particular successes or concerns. Faculty submit their course syllabi each semester.

According to the COE Faculty Affairs Committee and the Vice Provost for Institutional Assessment and Effectiveness (IAE), student course evaluations are conducted for courses taught by non-tenured faculty each semester and for tenured faculty once a year. These evaluations are available online to students, allowing IAE personnel to return this information to faculty in a timely fashion, often the first day after grades have been released. Faculty members receive both numerical data and written comments regarding the course and the way the course was taught. In the rare event of a formal exceptional complaint by a student, the Vice Provost for Institutional Assessment and Effectiveness responds by directing the information in the complaint to the appropriate Dean and Department Chair for one-to-one consultation with the faculty member. Documentation in the form of a summary of recent program modifications based on evaluation results provided by the COE indicates that as of fall 2011, modifications were made “in response to information received through internal and external evaluations of the Teacher Preparation programs.”

Department Chairs review faculty members’ FAARs, the student course evaluations, and supporting documentation in preparing a faculty member’s Annual Performance Review (APR). Faculty use the results of their self-reflection in their FAARs, the data and comments from students’ course evaluations, and comments on the APR to make decisions on how to improve their future teaching and course structure to best help their students learn. APR data from 2011-2012, provided by the Vice Provost for IAE, indicate the COE faculty in the Department of Curriculum and Instruction received ratings of “2” (71.4 percent) or “3” (28.6 percent). Faculty in the Department of Foundations, Leadership, and Special Populations received ratings of “2” (100 percent). According to criteria set forth in Section 6.1 of the *University of Mary Washington Faculty Handbook* cited above, COE faculty were favorably evaluated.

- 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.*

Section 5.4.2 of the *University of Mary Washington Faculty Handbook* specifies the following:

...Part of a typical faculty member's time is spent in scheduled classroom instruction, part on research and individual direction of students, and part on departmental and other professional activities. Faculty members are expected to participate in the work of their departments and colleges outside of the classroom, to provide academic advising to students, to serve in governance of the University, to engage in professional development, and to contribute to the creative and/or scholarly advancement of their disciplines. Individual teaching loads will vary accordingly, and it is the responsibility of the department chair in consultation with individual faculty and with approval of the dean to determine teaching loads each semester. The standard full teaching load for a faculty member on a nine-month contract is 24 credits or the equivalent spread over the fall and spring semesters. For a faculty member on a twelve-month contract, the standard full teaching load is 30 credits or the equivalent spread over the fall and spring semesters and the summer session....

Documentation of COE faculty teaching loads from 2010-2012 provided by the Dean of the College of Education indicates that workload policies and teaching 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. Interviews with faculty and students indicated that education faculty experienced an increase in institutional committee work during the creation of the new COE from 2009 to the present. Review of vitae and FAARs showed that most education faculty are serving on and/or are chairing multiple committees. During the interviews it was clear from both parties that a concern exists as to whether faculty can “maintain the momentum” and continue teaching at a high level, maintain scholarship levels, and provide other services to PreK-12 constituents as they are accustomed. Faculty also made it clear that over the past year, some committees had been dissolved or streamlined, thus reducing that load somewhat. As one faculty member noted, the education faculty are “incredibly dedicated and motivated to participate in decision making at the University.”

- 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 *University of Mary Washington Faculty Handbook* clearly specifies in Section 5.4.2 policies governing the teaching loads of faculty, and specifies in Section 5.6.2 the policies regarding “Outside Employment and Consulting.” By acceptance of a full-time faculty position, faculty in the COE are bound by these policies which allow them to engage effectively in teaching, scholarship, and service. Standards for teaching, scholarship, and service specific to the COE are found in Appendix K of the *University of Mary Washington Faculty Handbook*.

- 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.*

Recruitment and retention policies for professional education faculty include explicit plans for hiring and retaining a qualified and diverse faculty. The plans are evaluated continually for their effectiveness in meeting recruitment goals. Evidence was provided that demonstrates the University has adequate resources to hire and retain a qualified and diverse faculty. According to the *University of Mary Washington Faculty Handbook*, “...The University is an Equal Opportunity Employer and maintains the policy of considering for positions the best qualified candidates without regard to race, color, religion, national origin, political affiliation, disability, sex, sexual orientation, or age. In addition, the University supports an Affirmative Action (AA) Program and seeks out qualified minority and female candidates for all positions. The University complies with applicable federal and state statutes....”

The *University of Mary Washington Faculty Handbook* specifies in Section 3.8, “Search Procedures,” the policies of the University regarding faculty searches. The process for searching for full-time, non-temporary appointments in academic departments is described in detail in the *Faculty Search and Screen Procedures* document available on the University’s Web site. The link provided connects to the Human Resources home page. A document provided by the COE, *Search Procedures for Full-time Teaching and Instructional Faculty*, contains the recruitment plan developed by the Office of the Provost and the Office of Human Resources.

The UMW Associate Vice-President of Human Resources and Equal Employment Opportunity Commission (EEOC) Officer explained the plan for the hiring of teaching faculty, including the development of a recruiting plan to gain a “rich candidate pool,” examining doctorate data by ethnicity, and personally meeting with the search committee to provide best practices for screening candidates. University standards on diversity exist, and a meeting was held July 12, 2012, to collaborate with Deans of the three Colleges to amend and

update these standards. The Associate Vice-President also communicated that the retention of diverse faculty is addressed by the Committee on Faculty/Staff Diversity Retention, which engages in continual conversation with University constituencies. The Office of Diversity and Inclusion recently conducted a “climate” survey of faculty and staff to gauge the environment of the University in an effort to increase awareness of diversity issues.

Information regarding retention of faculty through conditions for advancement and tenure is provided in Section 6 of the *University of Mary Washington Faculty Handbook*.

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

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

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

According to Appendix K in the *University of Mary Washington Faculty Handbook* and policy documents provided by the COE, as well as interviews with COE faculty, policies and practices established by the University and the COE encourage the faculty to be continuous learners. Examination of curricula vitae, FAARs, and discussions with COE faculty and adjunct faculty, indicate that faculty are continuous learners. Many faculty hold and continue to renew teaching licenses by engaging in professional development opportunities.

- 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.*

Information obtained during presentation of the COE program overview, discussion with the Faculty Affairs Committee, and subsequent discussions with full-time and adjunct education faculty indicate adequate financial and policy support is provided to ensure involvement in professional development activities. Financial support is provided to full-time faculty through Supplemental Development Grants (\$31,472), Faculty Research Grants (\$13,000), and \$500 in discretionary funding which is made available to every faculty member of the University to use for professional development. Faculty members submit applications for the Supplemental Development Grants and Faculty Research Grants for review by the COE Faculty Affairs Committee. Adjunct faculty reported that they were kept abreast of professional development opportunities through the education faculty distribution e-mail list. Adjuncts cited invitations to all College events, “Brown Bag” lunches, and a data management workshop as examples of professional development opportunities.

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

Review of education faculty curricula vitae and FAARs indicate that COE faculty are actively involved in scholarly activities that enhance their professional skills and practice. Faculty frequently present at national, regional, state, and local conferences; they publish research in peer-reviewed journals related to their areas of assignment and expertise.

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

The faculty evaluation model assesses faculty in three areas: teaching, scholarship, and service. Each year faculty set a percentage weighting for each of the areas of evaluation, with teaching necessarily carrying the highest weighting. Members of the College's Faculty Affairs Committee confirm the information found in Appendix K of the *University of Mary Washington Faculty Handbook*, which clearly articulates the procedures for faculty evaluation for tenure and promotion within the College of Education. This section of the *Handbook* outlines the criteria, indicators and evidence in the areas of teaching, scholarship, and service. Both the criteria and procedures outlined in the document are consistent with guidelines in the *University of Mary Washington Faculty Handbook*.

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

According to Appendix K of the *University of Mary Washington Faculty Handbook* and members of the Faculty Affairs Committee, the Department Chairs in the COE consider faculty members' Faculty Annual Activities Reports, student course evaluations, and supporting documentation in preparing a faculty member's Annual Performance Review. Education faculty use the results of their self-reflection in their FAARs, the data and comments from students' course evaluations, and comments on the APR to make decisions on how to improve their future teaching and course structure to best help their students learn. In consultation with the Department Chairs, faculty members also consider the weight and emphasis to place on teaching, scholarship, and service each year to ensure successful progress toward promotion, tenure, and continued reappointment.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 3: Met

Weakness:

There is a lack of gender equity in the composition of the COE faculty. An attempt should be made to hire more male faculty members.

Strengths:

The faculty have exhibited a great deal of hard work and leadership to move the new consolidated COE program forward.

Feedback from faculty and staff indicates that the Dean of the COE has been very effective in inspiring and coordinating the change efforts.

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.

Appendix K of the *University of Mary Washington Faculty Handbook* describes in detail the process for tenure and evaluation of the COE faculty members, and makes it clear that the professional education program has authority in these matters (pp. 231-233). Discussions with faculty and the Dean of the COE verify that curriculum decisions are the responsibility of the faculty; there is both an Executive Committee for the COE, as well as a Curriculum and Assessment Committee to direct changes. The Dean reports that resources for activities are adequate, and that travel and professional development are well-supported. Recruitment for new positions (one search is currently underway) is conducted by members of the unit. The creation of the COE appears to have provided more focused resources and authority than in its previous configuration as only one of the many Departments of Arts and Sciences.

- 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.*

As indicated in Standard 1 of this on-site review team report, the long-range plan is “under construction” because of the newness of the COE and the changes to its curriculum. The COE long-term goals may be found on pages 8-9 of this report. Although the goals do not contain timelines for implementation, they are clearly under continuous scrutiny as the COE’s many standing committees meet monthly to address targeted issues. These committees involve virtually all faculty members and include the following areas: Curriculum and Assessment; Student Affairs; Clinical Collaborations and Partnerships; and Faculty Affairs Committee. The Chair of these committees comprise the Executive Committee for the College (in addition to the Department Chairs, Dean, Faculty Chair, and Secretary), allowing for regular discussion and review of the long-range plan.

Review of the minutes of the Executive Committee verified that discussions of the elements of the long-range plan are addressed at these meetings.

- 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.*

The COE has two advisory boards which contribute to policy decisions and coordination of programs. The first is the Superintendents’ Forum, which, according to the COE Web site: *...brings area school division leaders together to discuss educational issues and professional learning needs in the region. These meetings provide opportunities to discuss current programs offered by UMW as well as the continuing needs of the school divisions. The meetings serve as springboards for collaboration between the university and school divisions to address the professional development needs of pre-service and in-service teachers as well as school children....*

The on-site review team was able to attend one of the meetings of the Superintendents’ Forum that occurs each semester and found an ample representation of school partners and excellent discussion on issues concerning both public schools and the University.

The second of the advisory boards appears to be formative at this time. The *Institutional Report* states, in part, the following: “...The COE has established an Advisory Board that includes UMW education alumni and community leaders that will be instrumental in establishing, monitoring, and resourcing COE programs and initiatives....” Several of these members attended the dinner hosted for the on-site review team. A list of Advisory Board members was provided, but the visiting team did not find any documents relating to meetings that had been

held. It is anticipated that these meetings will be instituted on a formal, regular basis to allow for input from more stakeholders.

The involvement of candidates and adjunct faculty in the policymaking, coordination, and organization of the program was not evident. The Dean reports that she meets informally with the president of the Student Virginia Education Association in order to obtain feedback. Candidate exit surveys are examined for information about their experiences in the program. It might be helpful if candidates were included on some of the standing committees (or even the Executive Committee) of the College. Likewise, 22 adjunct faculty (cited in the 2012 presentation by the Dean of the College) do not seem to have a formal venue for input. In a meeting with the adjuncts, it was clear that they are very enthusiastic and committed to program success, so it might be helpful to more formally include their participation.

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

The University has a clear policy statement regarding nondiscriminatory policies. Signed by the University President, this policy dictates, in part, the following: "...The Office for AAEEO is responsible for administering and monitoring the University of Mary Washington's equal opportunity/affirmative action policies and procedures." In addition, the policy, in part, states the following:

...Consistent with Federal and State law, the University of Mary Washington promotes equal opportunity for all prospective and current students and employees. The University will not discriminate against any individual on the basis of race, sex, color, national origin, religion, sexual orientation, age, political affiliation, veteran status, or disability status except in relation to employment where a bona fide occupational qualification exists. The University is dedicated to ensuring access, fairness and equity for minorities, women, individuals with disabilities, and veterans (as covered by law) in its educational programs, related activities, and employment. The University of Mary Washington shall thus maintain a continuing affirmative action program to identify and eliminate discriminatory practices in every phase of University operations. Retaliation against an individual who has raised claims of illegal discrimination or has cooperated with an investigation of such claims is prohibited.

Due process procedures are found in the *University of Mary Washington Faculty Handbook* as well as in the *Student Handbook*.

- 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.*

Currently, there are 19 full-time tenure track faculty members in the COE, one affiliate faculty member, and three administrative staff members. In addition, there is the Dean of the College, the Director of Clinical Experiences, (who is classified as administrative professional), one three-fourths time Data Coordinator, and the Assistant Dean for Advising. All faculty members appear to be heavily involved in teaching courses, supervising and directing practica and internships, and seeking research, scholarship and other funding opportunities.

Discussions with the faculty indicate their concern about their ability to continue staffing all courses and field supervision in addition to participating in partnerships, grants, and other requirements of the University (e.g., serving on committees). This concern is well-founded since as of fall 2012, all secondary and PreK-12 initial licensure programs formally housed in the undergraduate program moved to Five-Year Pathway programs. Thus, these new graduate students will need an additional year of coursework, which includes not only an additional internship experience in the fall semester, but also faculty mentors who will direct their research projects. Additional faculty members will need to be hired to support this effort, or adjunct usage will need to be increased. Such increases could compromise the quality of the program. In addition, the increased courses and mentoring will be at the graduate level; more faculty with terminal degrees will be needed.

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

According to the Dean, and based on evaluation of the budget allocations, there are sufficient resources for the operation and accountability of the professional education program. Needs of the COE appear to be met through informal requests of the Provost or the Chief Financial Officer. There is no budget projection request for future years. A complete description of some of the resources can be found in Standard 4.3 of this on-site review team report.

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

Program resources are allocated through the Dean, who in turn allocates them to the faculty and Departments as needed. The *Institutional Report* indicates that each COE Department receives its own annual budget including resources for supplies, materials, and general operating funds. Department Chairs consult with

faculty departmental fund utilization representatives. Each Department uses funds to support events, meetings, attendance at statewide events for faculty and COE students. Departmental and COE operating budgets are separate from the \$500 per year individual faculty development allocation received by each full-time faculty member and are separate from the faculty research, student research, and supplemental faculty development and research funds received by the College and distributed through faculty committee review of individual applications. The Dean, Department Chairs, and the Executive Committee of the COE review budgets and expenditures together throughout the year.

This year the COE was awarded an additional \$31,472 to spend on faculty development; an additional \$13,000 was provided for faculty research. Additionally, \$4,000 was budgeted for student research. The application for funds is a written document, and allows for decisions of awards to be made carefully and fairly. A review of the minutes from the Executive Committee meetings affirmed the collaborative decisions made on budget expenditures.

The University appears to support the COE program. An interview with the University President showed him to be knowledgeable about and committed to the COE. The Chief Financial Officer also indicated verbal commitment to supporting the COE.

- 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.*

The *Institutional Report* indicates that technology updates in the current University learning management system, Canvas, can be accessed individually by the entire COE faculty. Faculty also are provided with training in technology resources through the Division of Teaching and Learning Technologies (DTLT), a service organization available to any UMW faculty member who wishes to explore how digital technologies can augment and transform teaching, learning, and research at the University. COE faculty regularly participate in events sponsored by the DTLT.

The COE has a strong relationship with the University librarian, as well as the librarian assigned to the Stafford campus. There are numerous databases which have been purchased by the library to allow access to electronic journals and documents.

Minutes were provided for a COE Technology Committee which appears to have met in 2011-2012. This committee reviewed the needs and resources of the COE and provided ideas about how to make improvements.

- 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.*

The COE at the UMW is located on two campuses, the Fredericksburg campus and the Stafford campus. Although COE space is limited on the Fredericksburg campus, there appears to be ample space for instruction on the Stafford campus, including three state-of-the-art computer labs, numerous offices, and other types of meeting spaces. There is a curriculum library located on the Fredericksburg campus, with limited materials available to students. It is hoped that the two sites can be maximized to the advantage of the program.

According to the *Institutional Report*, each full-time tenure track faculty member and the two-thirds leadership program position has an individual primary office on either the Fredericksburg campus or the Stafford campus. Each faculty member has a choice of computers (either an Apple or PC), a printer or printer access, full Web and Internet access, telephones, copying and faxing services in proximity of their offices. The Dean maintains an office on each campus. Shared space adjacent to departmental offices on each campus, with recently refreshed computer equipment as well as printers and telephone are available for all adjunct faculty in the COE. The COE supports equipment updates through its equipment budget and the availability of 20 Netbooks for faculty use when away from campus. All of the classrooms on the Stafford campus are equipped with Internet access and projection equipment. A portable SmartBoard is available as are six fully-equipped computer labs, each with 20 work stations and instructional projection support. The University library maintains support and collection access on both campuses during the hours of class sessions throughout the year.

A tour of the Fredericksburg campus and the Stafford campus COE facilities by the on-site review team confirmed the availability of these resources to faculty and students.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 4: Met

Weakness:

The current number of faculty and staff do not appear to be adequate to support candidates completing the additional year of study that will be required for upcoming secondary and PreK-12 applicants entering the Five-Year Pathway programs, particularly in regards to the area of the extra research and field mentoring needed. A plan is needed for recruitment of faculty to address these issues.



March 1, 2013

JoAnne Y. Carver, Ed.D.
Director of Teacher Education
Division of Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Carver:

On behalf of the University of Mary Washington, and particularly the faculty, students, staff and collegial partners of the College of Education, I want to express sincere appreciation for the thorough and critically helpful review recently conducted by the Accreditation Review team. We are gratified to have received the review team's recommendations that our College of Education has met all four of the accreditation standards. We also appreciate the team's recognition of strengths in the college and their suggestions for improvement.

As I interact with members of the College of Education, I am particularly impressed by two themes: their commitment to continuous improvement and their significant contributions to the university as a whole. The breadth and depth of faculty expertise is at the heart of the high quality the visiting team observed and recognized. Well before the team's visit and report, I have heard the dean and faculty note the importance of working on areas identified in the report as weaknesses—a more gender diverse faculty, as well as more formal engagement of students and College of Arts and Sciences colleagues in the deliberative bodies of the College of Education.

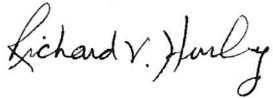
I recently have initiated a university-wide strategic resource allocation review. In that process we will examine each program to determine how resources are currently deployed, how they might be more effectively utilized to both sustain quality and enrich our programs, and how strategic allocation of additional resources will advance our mission. I am confident that the College of Education will be further strengthened through this process.

We have reviewed the visiting team's report fully. Except for the few factual corrections our dean has communicated to you, we find the report to be an accurate and fair representation of the College of Education at the University of Mary Washington.

JoAnne Y. Carver, Ed.D.
Page Two
March 1, 2013

Again, I would ask that you convey our sincere appreciation to the on-site committee for their diligent and very helpful work.

Sincerely,

A handwritten signature in cursive script that reads "Richard V. Hurley".

Richard V. Hurley
President

RVH:pjv

cc: Dr. Ian Newbould, Provost
Dr. Mary Gendernalik-Cooper, Dean, College of Education

**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."