

Virginia Board of Education Agenda Item



Agenda Item: I

Date: February 27, 2014

Title	First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at Bridgewater College 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: March 27, 2014

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

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 Appendix A.

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 March 29, 2007, meeting, the Board of Education approved a recommendation of the Advisory Board on Teacher Education and Licensure to grant continuing accreditation to the professional education program at Bridgewater College.

Bridgewater College currently offers the following Virginia Board of Education approved teaching endorsement areas at the undergraduate level:

Approved Program Teaching Endorsement Areas
Career and Technology Education: Family and Consumer Sciences
Computer Science*
Driver Education (Add-on endorsement)
Elementary Education PreK-6
English
English as a Second Language PreK-12
Foreign Languages PreK-12: French
Foreign Language PreK-12: Spanish
Health and Physical Education PreK-12
History and Social Sciences
Mathematics
Mathematics – Algebra I (Add-on endorsement)
Music Education: Instrumental PreK-12
Music Education: Vocal/Choral PreK-12
Science: Biology
Science: Chemistry
Science: Physics
Theatre Arts PreK-12
Visual Arts PreK-12

****The on-site review team was notified that the Computer Science teaching endorsement area will be discontinued effective the spring 2013 semester.***

Summary of Important Issues:

Bridgewater College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 27-30, 2013. Attached are Appendix B - *Professional Education Program Review Team Report of Findings* and Appendix F - *Bridgewater College's Response to the Professional Education Program Review of Findings*.

The overall recommendation of the on-site review team was that the professional education program be "Accredited with Stipulations." The team made this recommendation based on the information provided in the 2013 *Institutional Report*; the evidence available during the April 27-30, 2013, on-site visit; and Bridgewater College's response to the on-site review team report.

The following are the review team's 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 Minimally with Significant Weaknesses
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met Minimally with Significant Weaknesses

The following strengths and weaknesses were noted in Standards 1, 2, 3, and 4. Specific details for each standard are identified in the *Report of Findings* (refer to Appendix B).

...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:

1. The variety and diversity of field experiences placements are commendable.
2. The updated mission, conceptual framework, and goals of the Bridgewater College Teacher Education Program (BC TEP) are well-defined. Also, the reporting from weekly department meetings indicates a collaborative response to implementing the new foundation for the Teacher Education Program (TEP).
3. The Mid-Valley Consortium for Teacher Education is an efficient collaboration among the nine partner institutions of higher education offering approved education programs. The organization provides a strong, well-trained cadre of clinical faculty to its members, an equitable distribution of scarce resources, and institutional autonomy to meet the needs of each entity's particular student population.

Weaknesses:

1. There is a lack of diversity in clinical faculty, cooperating teachers, and college supervisors. (Refer to Appendix B, pages 12-15, Standard 1, 6a.)
2. More efficient management of individual student placements by course is needed. While it is the consensus of stakeholders that the current procedure of instructors making their own placements and individual students maintaining their own practicum experience records works, there also is overall agreement among faculty that the procedure is cumbersome and is not an efficient means to ensure that candidates receive the diverse placements needed. It is recommended that a new position, course release, or other type of compensation is needed to centralize field placement duties and responsibilities, including recording student placement history. (Refer to Appendix B, pages 15-16, Standard 1, 6b.)
3. Students, cooperating teachers, former students, and college supervisors mentioned the need for more instruction on characterizing, teaching, and managing students with special needs in the general education classroom. (Refer to Appendix B, pages 9-10, Standard 1, 5a.)

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....

Strengths:

1. Candidates are regularly evaluated on consistent forms (i.e., Mid-Valley Consortium student teaching evaluation form) which allow comparisons.
2. Candidates learn to evaluate their impact on student learning through the *Student Achievement Performance Assessment (SAPA)*.
3. Candidates evidence exemplary use of technology and integration of technology in instruction.
4. The Director of Teacher Education demonstrates an understanding of the need for the assessment system to be continuous and systematic. The Director monitors candidates at multiple transition points and provides key information to key constituents to ensure program review and improvement.

Weaknesses:

1. The assessment system is comprised of individual components that have not been clearly identified to all stakeholders. Also, the BC TEP assessment system does not interface with the system used by the College. During the interview with review team members, faculty from the arts and sciences

reported to the review team they did not have access to all candidate data to review. Moreover, the faculty from arts and sciences are not aware that they need to have access to this information. (Refer to Appendix B, pages 29-31, Standard 2, 2b.)

2. Per the BC TEP Director, the assessment system is part of a broader Bridgewater College assessment system and is managed in different locations, dependent upon the data. The Institutional Effectiveness Assessment data are stored on the campus TK20 system. There also are data managed by the BC TEP through the Director of Teacher Education.

The assessment system is managed totally by the Director of Teacher Education. The Director of Teacher Education gathers information from various areas, enters the candidate data into a spreadsheet, aggregates the data, and meets with staff in each department to discuss the data and any need for curriculum revision or alignment. Information flow is only in one direction. How final decisions impacting program and curricular changes are made based on the data shared is not clear. (Refer to Appendix B, pages 29-31, Standard 2, 2b.)

3. The candidates identified the need for more instruction/information for working with students with special needs in inclusive classrooms. (Refer to Appendix B, pages 27-28, Standard 2, 2a.)

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:

1. Overall, faculty and administration commitment to the teacher education program was evidenced through interviews by the on-site review team with Bridgewater College administrators, faculty, and candidates in the Bridgewater College Teacher Education Program.
2. Overall, the faculty evidences strong credentials to support the Bridgewater College Teacher Education Program.

Weaknesses:

1. There is no explicit plan for recruiting minority faculty. (Refer to Appendix B, page 40, Standard 3, 3c.)
2. There is no full-time faculty member with expertise and experience in special education. (Refer to Appendix B, page 37, Standard 3, 1e.)

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....*

Strengths:

1. Faculty members are readily available to provide advisement to Bridgewater College TEP candidates.
2. With the exception of special education, faculty evidence expertise in the specific content area knowledge.
3. Technology is used by faculty to teach teacher candidates how to effectively integrate technology in the PreK–12 classroom.

Weaknesses:

1. The program administrator is responsible for too many roles without sufficient administrative release time. The position description for the Director of Teacher Education is quite comprehensive. Many institutions employ a full-time administrator such as a dean to perform these roles. In addition to the roles described in the position description, the program administrator serves in informal roles as assessment coordinator and candidate placement coordinator. A partial solution to this problem might be to hire a data coordinator to coordinate the assessment system and make field placements for candidates within the Bridgewater College Teacher Education Program. Also, the Director of Teacher Education is the liaison to the Virginia Department of Education, Division of Teacher Education and Licensure, to ensure all Bridgewater College teacher education programs are in compliance with Virginia Board of Education regulations, policies, and procedures. (Refer to Appendix B, pages 46-47, Standard 4, 2a.)
2. There is a need for faculty with expertise in the area of special education to serve the needs of candidates and to serve as a resource for faculty within the program. (Refer to Appendix B, page 47, Standard 4, 2c.)

Upon receiving a verbal summary of the weaknesses from the on-site review team on April 30, 2013, during the exit meeting, Bridgewater College officials began implementing a plan to remedy the issues. The following is a summary of the major improvements made by Bridgewater College between the exit report in April 2013 and the review by the Advisory Board on Teacher Education and Licensure.

- Developed and implemented a formalized Diversity Plan for the Teacher Education Program;
- Hired an African-American adjunct professor to team-teach in EDUC 140: Foundations of American Education, ensuring that every teacher education candidate has been taught by a faculty member representing diversity. (A professor of Hispanic background already employed at Bridgewater College teaches literacy courses for candidates seeking PreK-6 and PreK-12 program area endorsements.);

- Employed an Education Coordinator, a newly created position, to work with program assessment (i.e., streamlining data accessibility) and field placements--removing these tasks from the Director of Teacher Education's responsibilities;
- Initiated a search to hire a new Teacher Education Program faculty member for 2014-2015 with significant life experiences in working with diverse learners;
- Created two new courses (SPED 200: Characteristics and Strategies for Working with Individuals with Learning Differences and SPED 210: General Education Teachers and Special Needs Learners) which will be available to teacher candidates in the 2013-2014 academic year; and
- Established a video-tutorial project in which area school division directors of special education and student services teach five- to seven-minute tutorials on selected special education topics.

At the January 27, 2014, meeting, the Advisory Board on Teacher Education and Licensure received the April 2013 *Professional Education Program Review Team Report of Findings*, responses from Bridgewater College, and verification of the work Bridgewater College has completed since April 2013 to address the weaknesses cited by the on-site review team (Refer to Appendix E). The following representatives from Bridgewater College were available at the meeting to respond to questions from Advisory Board members: Vice President and Dean for Academic Affairs, Dr. Carol Scheppard; Interim Director, Teacher Education Program and Professor of Education, Dr. Jean Roth Hawk; Professor of Education, Dr. Rebecca Harris; and Coordinator of Teacher Education, Chipley Bader.

The following motions were approved by the Advisory Board on Teacher Education and Licensure on January 27, 2014:

1. The Advisory Board on Teacher Education and Licensure respectfully accepts the April 27-30, 2013, *Professional Education Program Review Team Report of Findings*; and
2. The Advisory Board on Teacher Education and Licensure recommends to the Board of Education that (1) the Bridgewater College professional education program be "Accredited," recognizing the work completed since April 2013 to address weaknesses identified in the *Professional Education Program Review Team Report of Findings* and (2) Bridgewater College provide a status report annually to the Department of Education to monitor the progress of the professional education program.

Impact on Fiscal and Human Resources:

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

Timetable for Further Review/Action:

This item will be presented to the Board of Education for final review at the March 27, 2014, 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 accredit the professional education program at Bridgewater College.

Appendices

Appendix A

*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*

**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 mandate 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."

Appendix B

Professional Education Program Review Team Report of Findings

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

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Bridgewater College
Bridgewater, Virginia
April 27-30, 2013

Members of the Review Team:

Dr. Leigh Butler, Chair
Dr. Venitta C. McCall
Dr. Scott Watson

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Bridgewater College

Standards		Team Findings
Overall Recommendation: Accredited with Stipulations		
A. Standard 1	Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community.	<input 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 type="checkbox"/> Met <input checked="" 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 type="checkbox"/> Met <input checked="" type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met

Overall Recommendation: Accredited with Stipulations: The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* (Effective September 21, 2007 and Amended January 19, 2011).

I. Introduction:

Bridgewater College is an independent, private liberal arts college. The *Bridgewater College Teacher Education Institutional Report* states, in part, the following:

...Bridgewater College was founded in 1880 as Spring Creek Normal School and Collegiate Institute by Daniel Christian Flory; it was the first private, coeducational college in Virginia. Today the college holds its historic relationship with the Church of the Brethren but, it has no legal relationship with the Church of the Brethren. Bridgewater has a total enrollment of approximately 1,750 students from 28 states and 11 countries. Of those students enrolled, 56% are women, and approximately 24% are students of diversity. These 1,760 students are served by 106 full-time and 31 part-time faculty members, in average class sizes of 15:1. Students may seek either a Bachelor of Arts or the Bachelor of Science degree from more than 60 majors and minors.

Bridgewater College requires that all tenured or tenure-track faculty have a doctorate or master's degree. Of the 106 full-time faculty members, 80 percent hold the doctorate or other terminal degree. All academic departments have at least three full-time faculty members with diverse areas of specialization.

Bridgewater College is located in the metropolitan area of Harrisonburg, Virginia, population 126,562 (2011 census). More specifically, Bridgewater College is located in the town of Bridgewater, Virginia, with a 2010 census population of 5,644. The region is classified rural-suburban. According to the *Bridgewater College Teacher Education Institutional Report*, the following school divisions are served in the region around Bridgewater College: Augusta County public schools, Harrisonburg City public schools, Page County public schools, Rockingham County public schools, Shenandoah County public schools, Staunton City public schools, and Waynesboro City public schools. In Harrisonburg City public schools there are 51 different languages, from 43 different countries. Thirty-five percent of the total student population is Limited English Proficient.

Bridgewater College has experienced a period of transition. In June 2013, the College will welcome the fourth president in the last four years. This transition is reflected in the faculty. In an interview with the Vice President and Dean for Academic Affairs, it was stated that over the last five years, there has been a 50 percent turnover in faculty. Since 2005, there has been a 100 percent turnover in teacher education faculty.

Teacher Education at Bridgewater College:

Bridgewater always has been a college focused on the preparation of teachers. Currently, approximately one out of five students is either enrolled in a teacher education program or has taken a course taught by an education faculty member. The History/Social Sciences and Political Science Department Chair stated that one-third to one-half of his department are teacher education candidates.

The Bridgewater College Teacher Education Program (BC TEP) is a liberal arts-based program. The approved teacher education program endorsement area programs integrate the liberal arts through the general education requirements, the discipline specific courses, and the professional education courses for each major. Candidates seeking licensure in the elementary education PreK-6 program may major in any content major on campus except business. The majority of elementary education PreK-6 candidates major in liberal studies. Advising for the elementary education candidates in the liberal studies is the responsibility of the teacher education faculty. Faculty in the content disciplines are responsible for advising candidates pursuing licensure in secondary education (grades 6-12) and grades kindergarten through 12 programs.

The Bridgewater College teacher education program is served by six full-time faculty members. Five of the faculty have terminal degrees in different areas of specialization; one faculty member has a master’s degree and extensive PreK-12 clinical and administrative experiences in his area of specialization. Also, in 2012-2013, eight part-time faculty members and four faculty members who served full-time for the College in other programs, assisted with course delivery and supervision of clinical experiences. With the exception of field and clinical experience courses, the average class size for EDUC prefix courses is 17.7 for 2012-2013.

As of January 2013, there were 148 candidates admitted to the Bridgewater College Teacher Education Program. In addition, there were 81 students who are in the pre-candidate stage and not yet admitted to the program. Of the 148 admitted candidates, 72.3 percent are women and 5.4 percent represent minority candidates. In the 2011-2012 academic year, there were 46 program completers. For the current 2012-2013 academic year, there were 51 student teachers.

All teacher education programs are at the baccalaureate level. Bridgewater College does not offer graduate-level coursework. Bridgewater College does have alumni who have returned and are seeking initial teaching licensure at the College. There are no off-site programs, nor are there any distance learning programs.

Bridgewater College currently offers the following Board of Education approved teaching endorsement areas at the undergraduate level:

Approved Program Teaching Endorsement Areas	Department in which the Curriculum within the Major is Located
Career and Technology Education: Family and Consumer Sciences	Health and Human Sciences
*Computer Science <i>*The on-site review team has been notified that the Computer Science teaching endorsement area will be discontinued effective the spring 2013 semester.</i>	Mathematics
Driver Education (Add-on endorsement)	Health and Human Sciences
Elementary Education PreK-6	Liberal Studies (Note: PreK-6 Elementary Education candidates may seek any

Approved Program Teaching Endorsement Areas	Department in which the Curriculum within the Major is Located
	major at Bridgewater College except Business.)
English English	
English as a Second Language PreK-12	English Foreign Languages
Foreign Languages PreK-12: French	Foreign Languages
Foreign Languages PreK-12: Spanish	Foreign Languages
Health and Physical Education PreK-12	Health and Human Sciences
History and Social Sciences	History and Political Science
Mathematics Mathem	atics
Mathematics – Algebra I (Add-on endorsement)	Mathematics
Music Education: Instrumental PreK-12	Music
Music Education: Vocal/Choral PreK-12	Music
Science: Biology	Biology
Science: Chemistry	Chemistry
Science: Physics	Physics
Theatre Arts PreK-12	Communication Studies
Visual Arts PreK-12	Art

II. Findings for Each Standard:

Note: During the spring 2005 Bridgewater College accreditation on-site review, a weakness was cited in the area of student diversity. The weakness stated the following: “The Department of Education does not have a plan for recruiting candidates of diverse backgrounds.” Currently, Caucasian students represent 94 percent of the Teacher Education Program student population. During the present review, no documented plan to recruit diverse teacher education students was provided. This finding is discussed in Standards 1 and 2 of this report.

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 Bridgewater College Teacher Education Program (BC TEP) is based on principles established upon the founding of Bridgewater College which is to blend liberal arts education with teacher education. This approach is steeped in the long-standing philosophy and belief in the tenets of peace, justice, equality, service, and

human dignity. The education program's purpose has undergone a recent revision. The most current changes are clearly stated in a variety of documents including a statement on the program Web site (<http://www.bridgewater.edu/academics/academic-departments/education/mission-and-goals>), and in various handbooks and manuals (*Student Teaching Handbook for Student Teachers and Student Teaching Handbook for College Supervisors and Cooperating Teachers*).

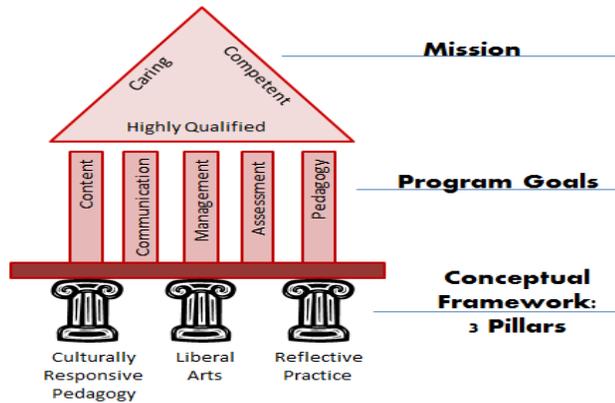
Mission

The most recent revision to the mission statement for the Bridgewater College Teacher Education Program was adopted in spring 2012 and states, in part, the following:

The Bridgewater College Teacher Education Program (BC TEP) seeks to prepare competent, caring and highly qualified teachers. In support of the Bridgewater College mission, we endeavor to educate students who will be equipped to become leaders, who live ethical, healthy, useful, and fulfilling lives with a strong sense of personal and civic responsibility. We provide a curriculum in which future educators are given opportunities to develop the necessary professional knowledge, skills, and dispositions in content, communication, management, assessment, and pedagogy, each encompassing technology and student diversity. Field experiences allow students to apply reflective practice, analyzing pedagogical theory and strategies. The BC TEP provides a foundation for learning that instills in our graduates the desire to become lifelong learners and instructional leaders. (Source: Bridgewater College Teacher Education Institutional Report)

The Conceptual Framework

The mission and goals of the BC TEP mentioned above are built upon a three pillar foundation that was introduced beginning in fall 2011. In 2007, changes to the conceptual framework started. This was a three to four year process. Candidates, alumni, faculty in teacher education and in arts and sciences were surveyed to articulate a framework more reflective of the current philosophy. This revised Conceptual Framework is also a response to significant changes among the faculty in the BC TEP (as stated in the introduction, there has been 100 percent turnover in the TEP faculty since 2005). Additionally, demographic changes in area schools required the development for a framework more suited to an increasingly diverse school population. The following graphic illustration summarizes the conceptual framework developed in 2011.



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

The program design provides students with the specific knowledge and skills which are developed through a sequence of courses that begins with EDUC 140: Introduction to Foundations of American Education and culminates in the student teaching experience, EDUC 470: Professional Student Teaching. A review of course syllabi indicates a consistent template that includes the BC TEP mission, a course description and requirements, and a list of course objectives with specific alignment with Interstate Teacher Assessment and Support Consortium (InTASC) principles when appropriate.

Interviews with in-service teachers, student teacher supervisors, school administrators, and arts and sciences faculty indicate collaborative efforts were involved in program course development. This collaboration assists the program design to facilitate the incorporation of local school needs as well as attention to emerging trends in content knowledge.

With the personnel changes and program design revisions, the following five foundational elements have remained consistent since 2007: Content, Communication, Management, Assessment, and Pedagogy (CCMAP):

Content: Successful candidates will be able to demonstrate knowledge of facts, understandings, and concepts of the disciplines they will be expected to teach.

Communication: Successful candidates will be able to demonstrate appropriate skills of written and oral communication with students, core providers, and colleagues, including respectful and informed communication across cultures and ethnicities.

Management: Successful candidates will model effective and efficient management of time, space, and resources, including planning and organization of classrooms, lessons, and classroom behaviors.

Assessment: Successful candidates will be able to use a variety of informal, formal, formative, and summative assessments to measure student learning.

Pedagogy: Successful candidates will be able to design appropriate instructional strategies and presentation skills (including use of educational technologies) and understand the complex role of a teacher in the teaching/learning process. (Bridgewater College Teacher Education Institutional Report, page 16)

These five goals create the focus of the elementary and secondary education professional competencies measured in the BC TEP Student Learning Objective Outcomes. The objectives are assessed by the college supervisor and cooperating teacher during the student teaching experience. Additionally, candidates complete a self-assessment on the same measures.

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

Consistent with the documents reviewed, including the approved program matrices and course syllabi, there is sufficient evidence to indicate that the BC TEP program design is aligned with the *Virginia Standards of Learning* and reflects current best practices. Interviews with arts and sciences faculty included discussions regarding the opportunity for faculty to take the Praxis II content area assessment at no personal cost (i.e., paid for by the BC TEP and first made available to faculty at the beginning of the 2012-2013 academic year). The purpose for taking the assessment by the arts and sciences faculty is to enable faculty to gain a keen understanding of the content knowledge required by candidates pursuing teaching endorsements in the content areas for which Praxis II assessments are available.

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 liberal arts philosophy of Bridgewater College is essential in the preparation of teachers. The *Bridgewater College Handbook* states, in part, the following:

A liberal arts education is more than the broad skills and knowledge acquired from studying such areas as literature, history philosophy and the arts. On a deeper level, a liberal arts education refers to the development of critical thinking, the ability (and desire) to question, examine and understand issues and ideas with increasing clarity and depth.

At Bridgewater College, we emphasize these things not only for the love of learning but to prepare students to positively shape the organizations and communities in which they live and work.

The Committee on Teacher Education (COTE) includes representation from the Teacher Education Program (TEP) faculty, teacher candidates, program graduates, public school personnel, College administrators, and arts and sciences faculty. COTE membership was reconfigured in 2012-13 and several members interviewed were new to the committee.

The *Bridgewater College Teacher Education Institutional Report* states the purpose of COTE as follows: “[T]he Committee considers problems concerned with student teaching, regulations governing the Teacher Education Program, and suggestions for changes in departmental offerings which are then presented to the Council on Education by the Chair.”

During interviews, COTE members specifically stated that among their roles is to examine the Teacher Education Program curriculum to ensure alignment with state and national standards and coordination and alignment of the standards across the academic departments of the institution. Minutes of the meetings were available from the Teacher Education Program administrative assistant. During the on-site interviews, COTE members cited the need for the Committee to work closely with Bridgewater College’s senior administrators and with all new staff in the BC TEP regarding the significant changes occurring within the administration.

School divisions have a need for well-prepared teacher candidates. Interviews throughout the visit with arts and sciences faculty, student teaching supervisors, and public school central office personnel indicated a collegial and coordinated environment to share information regarding the quality of the teacher candidates and the Teacher Education Program.

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 BC TEP has experienced major personnel changes. Since 2005, the department chair/program director and 100 percent of the program faculty have changed. The institution has experienced recent changes in the president’s office. Since July 2010, one retired; the subsequent hire left after one year. An interim president was in place at the time of the on-site visit, and a new president started in June 2013.

Interviews with TEP faculty provide clear evidence that they are working on the issues to establish a firm foundation for their program design. Weekly department meetings are held.

The department's current focus is utilizing curriculum mapping to bring more cohesion to their course offerings. Throughout various interviews with review team members, a consistent issue among current candidates, student teachers, and recent graduates is the lack of sufficient depth and breadth expressed in program course content available to candidates to prepare them to understand the needs, to acquire the skills, and to implement strategies to effectively support students with special needs in the general education classrooms. This deficiency in program offerings was acknowledged in conversations with the Teacher Education Program faculty, and many agreed that action must be taken to remedy this critical need in program offerings.

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

In *Condition 5, Conditions for Qualifying*, a detailed chart that clearly indicates the basic skills required for admission, continuance, and completion of the BC TEP is provided. The chart includes the basic skill assessed (e.g., written composition); the point at which the assessment is given to candidates (e.g., admission to BC or to BC TEP); the assessment instrument used (e.g., Praxis, SAT/ACT Scores); and other measures employed to assess specific basic skills (e.g., informal writing, field experiences, and course performance). In addition to the requirements in the list, candidates also are required to obtain recommendations from content area faculty for entry to and exit from the BC TEP.

All degree candidates at BC must complete general education course requirements. There are specific courses in which candidates must earn a grade of C or higher. Included in these requirements are the following courses (listed in the *Bridgewater College 2013-14 Catalog*, pages 20-25):

COMM 100: Oral Communication
ENG 110: Effective Writing
PDP 150: Critical Inquiry in the Liberal Arts
MATH 107: Quantitative Reasoning OR
MATH 109: Applied Algebra OR
MATH 110: College Algebra OR
MATH 105: Mathematical Theory and Computation I
MATH 115: Mathematical Theory and Computation II

Note: Per the BC TEP director, all Elementary Education PreK-6 candidates must take four mathematics courses (i.e., MATH 105, MATH 115; MATH 200: Introduction to Statistics; and EDUC 316: Mathematics in the Elementary

Classroom.) Candidates who already have taken the equivalent of MATH 110 or above do not have to take MATH 115.

Before a candidate is admitted to student teaching, the candidate's content area major department advisor must submit a *Content Area Support for Student Teacher* form to the COTE sub-committee that reviews student teaching applications. As indicated earlier, the student learning objective outcomes provide evidence of how the program reviews its students' content knowledge, preparation for instruction, instructional performance, ability to reflect, and self-evaluation and professionalism. (Source: *Bridgewater College Teacher Education Institutional Report*)

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

Admission to the BC TEP complies with approved program requirements as stated in the Virginia Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia*. Additional requirements include achievement of an overall grade point average of 2.5 or better; positive recommendations from several sources: a TEP Faculty member, the candidate's academic advisor, or the Dean of Students; at least one reference external to the College; and verification of experience working with youth. Every candidate is interviewed by a TEP faculty member with final approval by the BC TEP program director and Committee on Teacher Education (COTE). Candidates are required to meet the standards for program admission before they are admitted to student teaching. Permission to student teach requires successful completion of several program benchmarks. Additionally, candidates are required to submit a signed *Content Area Support for Student Teaching* form from the department chair of their major.

Student teachers are assessed with a common tool prepared by the Mid-Valley Consortium. (See *Bridgewater College Student Teaching Manual for Cooperating Teachers*, Appendix B, Formative Observation for Classroom Teaching and Appendix C, Summative Assessment of Student Teaching.) As stated in the student teaching manual, "[T]he student teaching experience is performance-oriented, which means the student teacher is evaluated on the basis of demonstrated competencies (Appendix C form). The evaluation of the student teaching experience is an ongoing process that is the joint responsibility of the College supervisor, the cooperating teacher, and the student teacher. During each evaluation session, the student teacher's strengths are acknowledged and areas of further growth are identified." (*Bridgewater College Student Teaching Manual for Cooperating Teachers*, page 10)

The Student Academic Progress Assignment (SAPA) is the instrument used by student teachers to document student learning in their assigned classroom. As

stated in the *Bridgewater College Student Teaching Manual for Cooperating Teachers*, the SAPA requires student teachers to assess "each classroom student's content knowledge of a skill concept, idea, view, or theory before it is taught and then to assess if the students learned as a result of [their] teaching." Several current student teachers exhibited evidence and provided detailed explanations of their SAPAs during the candidate poster session presented to the on-site review team.

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.*

In interviews, candidates, cooperating teachers, and school administrators, shared overwhelming consensus that the strength of the BC TEP lies in the variety and comprehensive in-school opportunities provided to candidates through the field experiences requirements. As stated in the Institutional Report and verified upon review of course syllabi and interviews, after completion of the first two courses in the program, the following EDUC courses require a field experience component as illustrated in the table below. (Source: *Bridgewater College Teacher Education Institutional Report*)

Course	Focus of Experience	Clock Hours Required
EDUC 201: Field Experience I	Concurrent with EDUC 215: Diversity in the Classroom, all candidates are placed in a diverse	10
EDUC 302-01: Field Experience II (PreK-6)	Concurrent with EDUC 330: Emergent Literacy, all PreK-6 candidates work in an afterschool tutoring program focused on at-risk readers-- <i>Book</i>	20

Course	Focus of Experience	Clock Hours Required
EDUC 302 02: Field Experience II (6-12, PreK-12)	Concurrent with EDUC 334: Content Area Literacy, all candidates work in a secondary classroom (preferably in a middle school related to their content area) working with content literacy development. (Note: To the extent possible, Health and Physical Education	20
EDUC 303-01: Field Experience III (PreK-6)	Concurrent with EDUC 370: Classroom Management - Elementary, all PreK-6 candidates are placed in an elementary classroom and participate during different times of the day	20
EDUC 303 02: Field Experience III (6-12, PreK-12)	Concurrent with EDUC 370: Classroom Management - Secondary, all 6-12 and K-12 candidates are placed in a secondary	20
EDUC 304 01: Field Experience IV (PreK-6)	Concurrent with EDUC 406: Curriculum and Instruction in the Elementary classroom, all PreK-6 candidates are placed in an elementary classroom. In the majority of instances, these are the same classroom teachers with whom the candidates will be placed for the	10+

Course	Focus of Experience	Clock Hours Required
*EDUC 304-02: Field Experience IV 6-12, K-12 (French, Spanish, Theatre Arts, Visual Arts)	Concurrent with EDUC 412: Curriculum and Instruction in the Secondary Classroom, all grades 6-12 candidates and PreK-12 candidates in French, Spanish, theatre arts, and visual arts are placed in a middle or high school classroom. This is	10+
EDUC 380: Practicum in Current Teaching Techniques (for candidates seeking PreK-6, 6-12, K-12 licensure)	This class is taken during the Interterm session immediately before the semester in which student teaching occurs.	90+ (five days a week for three weeks intensive)
EDUC 460: Practicum (for all candidates seeking teacher licensure with an endorsement in English as a Second Language - ESL)	This is an eight-week student teaching experience in a secondary, grades 6-12 ESL environment.	240+ (five days a week for eight weeks)
EDUC 465: Practicum (for all PreK-6 candidates seeking an additional ESL endorsement)	This is a ten-week student teaching experience in an elementary classroom environment.	300+ hours (five days a week for 10 weeks)
EDUC 470: Practicum (for PreK-6, 6-12, K-12 candidates not seeking to add an ESL endorsement)	This is a 15-week student teaching experience in elementary PreK-6 or middle/high school 6-12, or K-12 environment. (Note: K-12 candidates have the option of either an elementary or	450+ (five days a week for 15 weeks)

****Candidates seeking teaching endorsements in Health and Physical Education PreK-12, Music-Instrumental PreK-12, and Music-Vocal/Choral PreK-12, do not take EDUC 412. Instead, they take curriculum and instruction courses within their major. Each individual curriculum and instruction methods course within a major has field experiences included as part of the course requirements.***

All candidates have a long-term experience, 90-hour practicum, in EDUC 380: Practicum in Current Teaching Techniques. This course is offered during the three-week Interterm session in January and during the first summer session. The program places candidates in diverse environments--suburban and rural schools with diverse student populations. Most of the teachers who mentor practicum students have been trained through the Mid-Valley Consortium clinical faculty model. The diverse student experiences are not complemented with diversity among the mentor teachers. Few schools in the target area provide a diverse teaching pool.

Demographics related to clinical faculty trained by the Mid-Valley Consortium were not available for review by the on-site team. However, specific data provided by the BC TEP revealed that 94 percent (15 out of 16) of their student teacher supervisors are Caucasian. Among the BC TEP cooperating teachers for the period beginning fall 2010, through the current semester, spring 2013, there was a combined total of 168 student teacher supervisors and cooperating teachers--129 females (77 percent) and 39 males (23 percent). The ethnic statistics reveal the following:

Ethnicity	Student Teacher Supervisors	Cooperating Teachers	Total
Caucasian 15		151	166
African American	1	1	2
Total 16		152	168

- 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.*

Each of the courses listed in the table (item 6.a.) has a syllabus detailing course goals/objectives, expectations, and assignments. Additionally, the courses that require a field experience component provide students with a separate syllabus. Review of the syllabi that require a field experience indicates that all include specific practicum expectations related to the number of clock-hours required, assignments to complete, and professional dispositions to exhibit. Only student teachers are required to communicate with parents in order to introduce themselves. Other informal opportunities for candidates to interact with students and parents are provided during *Mathematics Night* and *Science Fun Night* held at area schools. During a presentation to on-site review team members, BC TEP students exhibited and explained several of the activities utilized in these back-to-school night programs.

Cooperating teachers are trained by designated faculty members and other staff in the Mid-Valley Consortium; student teaching and practicum placements are

shared among this cohort of trained teachers. However, all BC TEP field experience placements are managed by individual course instructors--a problematic task for instructors. While it is the consensus of stakeholders that this procedure works, there also is overall agreement among faculty that this is not an efficient means to ensure that candidates receive the diverse placements needed. Additionally, all student teacher placements are assigned by the program director who also serves as department chair and program instructor. It is highly recommended that the College create a director of field experiences position to assign and monitor the vast field experience components of the BC TEP.

- 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.*

Course-specific field experiences and EDUC 380: Practicum PreK-6, 6-12, K-12 (90+ hours) provide candidates with 150 hours prior to the 15-week student teaching experience. Candidates seeking both endorsements in elementary education PreK-6 and English as a Second Language PreK-12 have an 18-week student teaching experience. Candidates seeking the elementary education PreK-6 endorsement as well as those seeking both endorsements in elementary education PreK-6 and English as a Second Language PreK-12, complete the 150 hours of directed teaching activities and other teaching functions. This information is recorded on the EDUC 470: Student Teaching Log of Hours which is maintained in the files in the BC TEP office. All programs exceed the 300-clock hours required for field experiences with at least 150 hours spent in direct teaching activities.

BC does not have a program in administration and supervision.

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

The BC TEP field experiences are designed to provide candidates with a developmental sequence to grow in the instructional and professional roles required of classroom teachers. As indicated in the Table under item 6.a. and as detailed in the field experiences course syllabi, field experiences are aligned with the corresponding course objectives. EDUC 380: Practicum in Current Teaching Techniques is described in the BC catalog as a "Three-week, full-day, field practicum taken immediately before student teaching."

- e. *Candidates 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.*

All of the field experiences course syllabi required an assignment to maintain a verification of clock hours and some type of reflection (i.e., log, essay, and journal). Because each practicum is related to specific course objectives, candidate performance is evaluated by the course instructor.

The assessments for student teachers are comprehensive and all are included as appendices in the *Bridgewater College Student Teaching Manual for Cooperating Teachers* (Weekly Progress, Formative Observation, Summative Assessment, Student Teaching Log, etc.). Several of the forms provide input from the student teacher, cooperating teacher, and Bridgewater College supervisor. Arts and sciences faculty who are members of the Teacher Education Committee are involved in course revisions.

During meetings with department heads and the arts and sciences faculty, it was evident that they are involved in every aspect of the program from recommending candidates for admission to completing the *Content Area Support for Student Teaching* admission form. Additionally, there were three arts and sciences faculty members among those interviewed who also supervise student teachers as part of their teaching load for the College.

Also, the Mid-Valley consortium has developed a common performance assessment (*Summative Assessment of Student Teaching* form) which incorporates research and professional literature related to the *Virginia Standards of Learning*, the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (InTASC), and the Educational Testing Service (ETS) *Classroom Performance Assessments* (Pathwise).

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.*

Faculty members and arts and sciences department chairs provided verbal confirmation that there is genuine collaboration with the BC TEP faculty. Several faculty were acknowledged as former K-12 teachers (i.e., mathematics, health and physical education, biology, family and consumer sciences). Given the major shifts in upper-level College administration and the relatively new cohort of TEP faculty, it was important to note the variety of ways in which the arts and sciences faculty were involved in TEP program development and assessment. As

mentioned in 6.e., arts and sciences faculty provide recommendations relating to the level of a candidate's content skills for both initial admission to the program and admission to student teaching. During the meeting with representatives from the Committee on Teacher Education (COTE), several of the arts and sciences faculty provided details relating to their departments' roles in aligning the curriculum based on the *Virginia Standards of Learning* and the knowledge and skills needed for successful completion of Praxis II Content Area assessments by the candidates. Information was presented stating that a faculty representative from every Bridgewater College department worked with the BC TEP director. It was evident in comments made during the variety of meetings held with various arts and sciences faculty that there is meaningful collaboration; in fact, there is a particular structure in place that governs the manner in which all course changes that relate to TEP requirements must be first vetted by COTE.

- 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.*

Bridgewater College is one of the nine entities that comprise the Mid-Valley Consortium for Teacher Education. Other entities include public schools in the counties of Augusta, Page, Rockingham, and Shenandoah and in the cities of Harrisonburg, Staunton, and Waynesboro. The higher education institutions involved in the Consortium are Bridgewater College, Eastern Mennonite University, James Madison University, and Mary Baldwin College.

On the Consortium's Web site, <http://www.jmu.edu/coe/esc/consortium/>, a detailed description of the history, organization, and goals to serve the students, teachers, and teacher candidates in the Shenandoah Valley is provided. The BC TEP director serves on the executive committee of the Consortium and is the current treasurer. According to Consortium guidelines, the Bridgewater College representative is the organization's designated treasurer, and the representative from James Madison University is the designated coordinator.

The Mid-Valley consortium has developed a common performance assessment (*Summative Assessment of Student Teaching* form) which incorporates research and professional literature related to the *Virginia Standards of Learning*, the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (InTASC), and the Educational Testing Service (ETS) *Classroom Performance Assessments* (Pathwise).

The Mid-Valley Consortium is an efficient entity. In addition to preparing and maintaining a cadre of well-qualified and skillfully-trained clinical faculty to support practicum and student teaching and mentoring and supervising, the \$500 annual dues support the Consortium recruitment and training activities to serve the region. In meetings with a group representing the Consortium, it was evident

that both formal and informal exercises take place to ensure that all Consortium members have appropriate access to available clinical faculty.

- 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.*

In June 2012, the BC TEP submitted a list of partnerships with PreK-12 schools in the *Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Report*. The partnership chart is in the *Conditions for Qualifying, Condition 7, Partnerships Report*. Three of the distinctive collaborations included in the report are:

1. Future Educators Association Leadership Conference – a collaboration that provides high school students who are interested in the teaching profession with leadership skills development and current pedagogical theory and practice.
 2. Amigos Unidos (Tutoring Friendship Program) – a collaboration that meets the needs of the PreK-12 community by providing role models for middle school Hispanic students by encouraging them to stay in school, becoming excited about school and learning, encouraging them to achieve in school, working with bilingual college students, and providing them opportunities to practice English speaking and reading skills.
 3. Bridging the Valley is a Science, Technology, Engineering, Mathematics (STEM) program to ensure that all eligible students with an interest in a STEM field are given academic encouragement and support to excel during their pre-college and/or undergraduate years.
- 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.*

BC TEP faculty collaborate with public school personnel as well as with arts and sciences faculty at Bridgewater College on a variety of projects. Based on the information provided in curriculum vitae and in interviews, BC TEP faculty are involved in a variety of institution-based initiatives as well as local, regional, and national education-related organizations. Interviews with arts and sciences faculty provided evidence of an ongoing relationship to revive curriculum offerings to best serve the needs of the program candidates. Specifically, history, chemistry, mathematics, foreign languages, and physics faculty mentioned having held collaborative discussions with the TEP director designed to revise and or refine current course offerings to best align with the content competencies in the Virginia Department of Education matrices. As stated earlier in the discussion of

partnerships, the BC TEP faculty provide outreach activities (*Mathematics Night, Science Fun Night, Book Buddies*) with some assistance from other faculty from the College.

Review of Team Findings Based on Evidence Presented:

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.

Recommendation for Standard 1: Met

Strengths:

1. The variety and diversity of field experiences placements are commendable.
2. The updated mission, conceptual framework, and goals of the Bridgewater College Teacher Education Program (BC TEP) are well-defined. Also, the reporting from weekly department meetings indicates a collaborative response to implementing the new foundation for the Teacher Education Program (TEP).
3. The Mid-Valley Consortium for Teacher Education is an efficient collaboration among the nine partner institutions of higher education offering approved education programs. The organization provides a strong, well-trained cadre of clinical faculty to its members, an equitable distribution of scarce resources, and institutional autonomy to meet the needs of each entity's particular student population.

Weaknesses:

1. There is a lack of diversity in clinical faculty, cooperating teachers, and college supervisors. (See page 15, Standard 1, 6a.)
2. More efficient management of individual student placements by course is needed. While it is the consensus of stakeholders that the current procedure of instructors making their own placements and individual students maintaining their own practicum experience records works, there also is overall agreement among faculty that the procedure is cumbersome and is not an efficient means to ensure that candidates receive the diverse placements needed. It is recommended that a new position, course release, or other type of compensation is needed to centralize field placement duties and responsibilities, including recording student placement history. (See pages 15-16, Standard 1, 6b.)
3. Students, cooperating teachers, former students, and college supervisors mentioned the need for more instruction on characterizing, teaching, and managing students with special needs in the general education classroom. (See page 10, Standard 1, 5a.)

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

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

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

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

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

Based on data from the Bridgewater College Admissions Office, the minimum high school GPA for entry into Bridgewater College (BC) is 2.80, along with a minimum SAT® score of 900. However, the average GPA for freshmen at BC is 3.45 with an average SAT® score of 1,040. A representative from the Bridgewater College Office of Institutional Research stated that more than 30 percent of the teacher education preparation program candidates are in the top 10 percent of their high school graduating class compared to 17.07 percent of first-time, first-year freshmen admitted to BC in 2012 rank in the top 10 percent of their high school graduating class.

All first-year candidates must take PDP 150: Personal Development in the Liberal Arts. The course description indicates that this course measures writing and critical-thinking skills. Candidates transferring into the BC TEP must take PDP 350: Integrating the Liberal Arts. All BC TEP candidates must earn a grade of C or higher in ENG 110: Effective Writing, COMM 100: Oral Communications and PDP 150/PDP 350 in order to be classified as a BC TEP program completer. The candidate must complete these three courses before the end of the second semester on campus.

To be admitted to the BC TEP, all candidates must have achieved passing scores on the Virginia Communications and Literacy Assessment. EDUC 200: Psychology of Education and Development is required of all candidates. In this course there are two major papers that are used to assess a candidate's writing proficiency and critical analysis skills. Finally, in student teaching, the command of the candidate's English language is measured on the *Summative Assessment of Student Teaching* and evaluated by both the classroom cooperating teacher and the BC TEP supervisor.

Teacher candidates at Bridgewater College must take a general education course in literature at the 300 level or above. These literature courses develop literary analytical skills through the study of major authors and their works. Teacher candidates' knowledge of the authors and their works also are measured in these courses.

In addition, candidates seeking an endorsement in elementary education PreK-6 also must pass the Praxis II Elementary Education: Content Knowledge assessment. This test includes an English Language Arts section. All candidates for secondary endorsement (grades 6-12) take senior capstone courses which are writing intensive courses.

All candidates at Bridgewater College must receive a passing grade on the senior portfolio in order to graduate from Bridgewater College. PDP 450: Senior Portfolio has four components which must be passed: (1) a reflective essay integrating the four dimensions of personal development and reflection upon four years of service learning, development of knowledge, both curricular and co-curricular; (2) a professional résumé and cover letter or graduate school application essay; (3) documentation of four years of service learning experiences; and (4) supporting materials such as academic essays, creative work, and evaluations that document the growth expressed in the reflective essay.

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

All BC candidates are required to complete a course in mathematics as part of their general education curriculum. Bridgewater College teacher education candidates must earn a grade of C or higher in their general education mathematics requirements. Per the BC TEP director, all Elementary Education PreK-6 candidates must take four mathematics courses (i.e., MATH 105, MATH 115; MATH 200: Introduction to Statistics; and EDUC 316: Mathematics in the Elementary Classroom.) Candidates who already have taken the equivalent of MATH 110 or above do not have to take MATH 115. In addition candidates must have a grade of C or higher in MATH 200 and EDUC 316.

- 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.*

As part of the general education curriculum, all candidates at Bridgewater College must take a biological science course with a lab and a physical science course with a lab. Teacher education candidates seeking a Bachelor of Science degree also must take at least two additional courses in mathematics or science.

- 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.*

The general education program at Bridgewater College requires all candidates to have one course in world history, two courses in cultures and dynamics of the global community, a religion course, a religion or philosophy course, and two social sciences courses. For candidates not taking a foreign language course, two additional cultures and dynamics of the global community courses must be taken.

All candidates seeking an Elementary Education PreK-6 teaching endorsement must take two courses in U.S. History and a geography course. They also must take the Praxis II Elementary Education: Content Knowledge assessment that has a section on history/social studies.

- 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.*

Presently, all Bridgewater College teacher education candidates must complete 62 credit hours in general education requirements. During interviews with the department chairs, it was stated that Bridgewater College is currently restructuring its general education requirements. The general education requirements are expected to be reduced to 42 credit hours. Within that requirement all candidates must take one communications course; one course in wellness; one course in exercise science: physical activity; two social sciences courses chosen among economics, psychology or sociology; one fine arts course; one religion course; and one philosophy course. All candidates pursuing a Bachelor of Arts degree must take a foreign language through the intermediate level. Bachelor of Science degree candidates may replace two courses in cultures and dynamics of the global community with six credit hours in a foreign language.

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

The Director of Teacher Education provided the following documentation to support that BC TEP candidates take basic entry-level competency assessments prescribed by the Virginia Board of Education:

All teacher education candidates must take the Praxis I Mathematics assessment for admission to the BC TEP. The BC TEP uses four options for candidates to qualify for admission:

Education Department Program PRAXIS I - Mathematics Admission Policy

Successful completion of the testing components of the Education Department Program Admission Policy is a requirement for admission to the Teacher Education Program and to any education course beyond EDUC 140: Introduction to Foundations of American Education and EDUC 200: Psychology of Education and Development. A candidate may be approved for potential admission to the Teacher Education Program through one of the following three ways:

- A. Achieving an SAT Mathematics score of 530 or higher **AND** passing the Virginia Communication and Literacy Assessment (VCLA) with a composite score of 470 or higher*
- B. Achieving an ACT Mathematics score of no less than 22 **AND** passing the Virginia Communication and Literacy Assessment with a composite score of 470 or higher*
- C. Passing the Praxis I Mathematics assessment with a score of 178 or higher **AND** passing the Virginia Communication and Literacy Assessment with a composite score of 470 or higher.*

Your [The candidate's] application for admission will progress in the normal fashion.

If your [the candidate's] Praxis I Mathematics score is in the range of 174-177, you [the candidate] must contact the PLATO Testing Coordinator to make arrangements to qualify for potential admission to the Teacher Education Program. The following steps are required:

- 1. Pass the Virginia Communication and Literacy Assessment with a composite score of 470 or higher **AND***
- 2. Retake a retired Praxis I Mathematics test to improve your [the] current score and review your incorrect responses with the PLATO Testing Coordinator **AND***
- 3. Achieve a C or higher in MATH 105, MATH 107, MATH 109, or MATH 110 **OR** a transfer equivalency.*

If your [the candidate's] Praxis I Mathematics score is in the range of 169-173, you [he or she] must contact the PLATO Testing Coordinator to make arrangements to qualify for potential admission to the Teacher Education Program. The following steps are required:

1. *Pass the Virginia Communication and Literacy Assessment (VCLA) with a composite score of 470 or higher AND*
2. *Spend a minimum of 10 hours on the Plato Mathematics tutorial (verified by the PLATO Testing Coordinator) AND*
3. *Retake a retired Praxis I Mathematics test to improve your [the] current score and review your [the] incorrect responses with the PLATO Testing Coordinator AND*
4. *Achieve a C or higher in either MATH 105, MATH 107, MATH 109, or MATH 110 OR a transfer equivalency.*

If your [the candidate's] Praxis I Mathematics score is 168 or lower:

1. *Meet with the PLATO Testing Coordinator to develop a Plato Mathematics tutorial plan before retaking the Praxis I Mathematics test AND*
2. *Retake the ETS Praxis I Mathematics test. Based upon your [the] test results, you [the candidate] will then be required to meet one of the above options.*

Adopted May 26, 2010

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

In order to be a program completer in the BC TEP, candidates must have passed the Virginia Communications and Literacy Assessment and the Praxis II content area test for their endorsement area; candidates seeking the Elementary Education PreK-6 endorsement must take the Reading for Virginia Educators (RVE) assessment.

The results of the Praxis II and other licensure assessments are discussed during the Committee on Teacher Education (COTE) meetings. During the on-site team interview, COTE faculty representatives stated that the Director of Teacher Education discussed Praxis II and other licensure assessment results with them, and later shared the assessment results with individual faculty in other departments as appropriate. As a result, selected faculty in these departments took the Praxis II assessments to assist in aligning the curriculum within their respective departments with competencies required on the Praxis II tests.

Candidates take the RVE after having completed EDUC 330: Emergent Literacy and EDUC 332: Intermediate Literacy. All candidates must have taken the RVE, if applicable to their endorsement area, and the Praxis II content area test prior to

student teaching. If candidates do not pass the assessments, they may retake the tests during the student teaching semester.

To demonstrate Bridgewater College teacher candidates have knowledge of their content area, Praxis II scores are reported below for the following three-year periods: 2009-2010, 2010-2011, and 2011-2012. Scores are reported only when there are ten or more candidates in an endorsement area to ensure that candidates could not be identified.

The data indicate that all BC TEP candidates met the Praxis II passing scores set by the Virginia Board of Education for each assessment. The BC TEP requires this assessment to be taken before student teaching.

Praxis II Assessment Scores

Summary Data of Praxis II Scores for Elementary Education PreK-6 Candidates	
Total Candidates by Year	Pass Rate (Scores >143)
2009-2010: 24	100%
2010-2011: 31	100%
2011-2012: 25	100%

2009-2010 Summary Data of Praxis II Scores for Secondary Education (Grades 6-12) and PreK-12 Candidates
<ul style="list-style-type: none"> • 6-12 and PreK-12 Total Candidates: 11
<ul style="list-style-type: none"> • 100% Pass Rate Upon Program Completion – Benchmark of 2.50 or higher -Met

2010-2011 Summary Data of Praxis II Scores for Secondary Education (Grades 6-12) and PreK-12 Candidates
<ul style="list-style-type: none"> • 6-12 and PreK-12 Total Candidates: 11
<ul style="list-style-type: none"> • 100% Pass Rate Upon Program Completion – Benchmark of 2.50 or higher - Met

2011-2012 Summary Data of Praxis II Scores for Secondary Education (Grades 6-12) and PreK-12 Candidates
<ul style="list-style-type: none"> • 6-12 and PreK-12 Total Candidates: 22
<ul style="list-style-type: none"> • 100% Pass Rate Upon Program Completion – Benchmark of 2.50 or higher - Met

If the RVE is not passed, it can be retaken during student teaching.

The *Bridgewater College Teacher Education Institutional Report* (page 45) states the following:

... In 2010-2011 it was evident in the first-time-attempt-pass-rate data that an increasing number of candidates were not successful upon the first attempt. Change in faculty occurred and in 2011-2012... [faculty]... developed tutorial sessions for candidates preparing to take the RVE who had completed EDUC 330 and EDUC 332 in the previous year. In 2012-2013... [faculty]... continued to offer these tutorial sessions. Initial data indicate that the vast majority of candidates are now passing the RVE upon the first attempt.

Additionally, the Director of Teacher Education provided the following data on pass rates for candidates' first-time-attempts on the RVE.

Bridgewater College RVE First-Attempt-Pass Rates

Year	Total Test Takers	First Attempt Pass	First Attempt Fail
2009-2010	24	20 (83%)	17% (n=4)
2010-2011	31	25 (80.6%)	19.4% (n=6)
2011-2012	25	23 (92%)	8% (n=2)
2012-2013	23	22 (96%)	4% (n=1)

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.*

As described in the *Bridgewater College Teacher Education Institutional Report*, teacher candidates must pass EDUC 200: Psychology of Education and Development with a grade of C or higher in order to advance into the program. The Liberal Studies and Family and Consumer Sciences majors seeking an Elementary Education PreK-6 endorsement also must pass FCS 400: Child Growth and Development with a grade of C or higher.

In order to develop knowledge and skills in language acquisition and reading, all Elementary Education PreK-6 candidates must take EDUC 330: Emergent Literacy, which has a field placement (i.e., EDUC 302-01: Field Experience 2) working with at-risk readers in a tutoring program, and EDUC 332: Intermediate Literacy. All secondary (grades 6-12) candidates must take EDUC 334: Content Area Literacy which also has a concurrent field experience (EDUC: 302-02) in which candidates work with classroom teachers developing reading and literacy skills within the content areas they will teach.

TEP candidates take EDUC 215: Diversity in the Classroom as their third EDUC course. The institutional report indicates this is the first course that has a concurrent field experience. Candidates continue their personal understanding of unconscious bias, introduced in the first EDUC course (EDUC 140: Foundations of Education) that introduced candidates to culturally responsive pedagogy, unconscious bias, and the achievement gap in American schools. Further emphasis on knowledge and skills related to working with diversity is emphasized within each required course for the remainder of the program. The syllabus for the course, EDUC 215, indicates that knowledge and instructional methods for working with students' exceptional needs are introduced. Pre-candidates, candidates, and graduates interviewed by the on-site review team noted that greater emphasis was needed in the development of their knowledge and skills related to working with children with special needs in general education, inclusive classrooms.

During the previous (2005) Board of Education approved program review, the integration and use of technology was cited as a weakness for the Teacher Education Program. Since that visit, Smart Boards, document cameras, iPads, and other forms of technology have been placed in each education classroom at Bridgewater College. Beginning with the first course, EDUC 140: Foundations of Education, all candidates are introduced to the competencies of the *Technology Standards for Instructional Personnel*. Within each education course candidates learn to move from users of technology toward greater proficiency as producers of technology.

By the time candidates take EDUC 450: Seminar in Educational Philosophies (Secondary), the senior capstone course, they have the required skills to not only integrate technology, but also to produce technology-assisted lessons. BC TEP candidates produce Quick Response (QR) code lessons, anime-delivered instruction, and multiple presentation system formats throughout their program. All candidates develop an electronic portfolio of their work throughout the program linked to InTASC standards. The portfolio is refined in EDUC 450 so candidates can distribute to potential employers business cards with their names and QR codes that link back to their electronic portfolio. During the on-site interview, school division teachers and administrators cited the teacher candidate skills demonstrated in the area of integration of technology into instruction as a major strength.

Carried over from the 2005 program review, accreditation review is the requirement that all candidates take CIS 103: Introduction to Computing. Candidates may currently take the exam offered by the instructor of this course; if the exam is passed at 75 percent or higher, the candidate is not required to take this course. Presently, the BC TEP is integrating technology within every EDUC course, and candidates are able to demonstrate proficiency in the Virginia Board of Education's *Technology Standards for Instructional Personnel* before completion of their program. The BC TEP Council on Teacher Education (COTE) has proposed to discontinue the course CIS 103 as a program requirement in lieu of meeting the *Technology Standards for Instructional Personnel* and the *National Educational Technology Standards for Teachers (NETS-T)* through the integration of technology throughout the program.

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

As stated previously in standard 2a. of this on-site review report, all candidates seeking an Elementary Education PreK-6 endorsement are required to take EDUC 330: Emergent Literacy and EDUC 332: Intermediate literacy. EDUC 302-01: Field Experience I is taken concurrently with EDUC 330: Early Literacy. In EDUC 302-01, candidates assist in the *Book Buddies* program at Mountain View Elementary School (Rockingham County Public Schools), an afterschool reading tutoring clinic run through a partnership with Mountain View Elementary and the BC TEP. BC TEP candidates are assigned one student to work with during the 15-week semester. A BC TEP faculty member accompanies the candidates to the field experience, supervises, and adjusts candidates' work during the sessions.

In EDUC 332: Intermediate Literacy, Elementary Education PreK-6 candidates continue to develop knowledge in literacy development but also begin to focus primarily on the development of critical reading and comprehension in content areas. Candidates design lessons that demonstrate their developing knowledge of methods for teaching reading in the PreK-6 content areas. The BC TEP advisor recommends that all PreK-6 candidates take the Reading for Virginia Educators (RVE) assessment immediately following successful completion of EDUC 332. Candidates can student teach if they do not pass the RVE, and they may retake the test during the student teaching semester. Entrance to the student teaching semester requires that all candidates have taken the RVE prior to student teaching. Elementary Education PreK-6 candidates cannot become a program completer until the RVE has been successfully completed.

All candidates seeking secondary (grades 6-12) teaching endorsements take EDUC 334: Literacy in the Content Areas. Within this course, candidates learn methods for enhancing literacy within their content area. All candidates take EDUC 302-02 concurrently with this course and work alongside secondary public

school practitioners within their content area. Candidates also must design literacy lessons, analyze ways to incorporate writing instruction into their teaching, and look at the use of young adult literature within their content areas in order to encourage reading among adolescents.

All candidates take a course in classroom and behavior management. The course, EDUC 370-01: Classroom Management (Elementary) is required for Elementary Education PreK-6 candidates, and EDUC 370-02: Classroom Management (Secondary) is required for candidates seeking secondary and PreK-12 teaching endorsements. Within these courses, candidates address the management of time, space/environment, learning structures, and behavior. In addition, all candidates have initial preparation in conflict resolution and intervention strategies. All candidates take the module on *Child Abuse Recognition and Intervention Training* in this course. EDUC 370 has a concurrent field experience course, a 20-hour field experience in which candidates work alongside a classroom teacher in their field of study (EDUC 303-01 for Elementary Education PreK-6 endorsement and EDUC 303-02 for the secondary (6-12) and PreK-12 endorsements). Through interaction with K-12 practitioners, the BC TEP candidates develop a philosophy of classroom management that is assessed as part of the course requirements.

Candidates' skills in management, Goal 3 in the BC TEP, are measured during student teaching via the *Summative Assessment of Student Teaching* instrument. Candidates are scored by their classroom cooperating teachers and college supervisors. Overall, data on student teaching performance in the areas of assessment and pedagogy indicate that BC TEP candidates are able to develop appropriate materials and use these materials to assess student learning.

The on-site team reviewed the results of the *Summative Assessment of Student Teaching* for 2009-2010, 2010-2011, and 2011-2012 as noted in the *Bridgewater College Teacher Education Institutional Report* and found that BC TEP candidates met or exceeded the established 2.50 benchmark for each academic year. The *Summative Assessment of Student Teaching* instrument measures a candidate's skills in the following primary areas: A) Knowledge of Content; B) Preparation for Instruction; C) Instructional Performance; D) Reflection and Evaluation – Impact on Student Learning; and E) Professionalism. A detailed account of student teaching data may be found in the *Bridgewater College Teacher Education Institutional Report*.

In summary, candidates are meeting the benchmarks established for the *Summative Assessment of Student Teaching* instrument. In addition, candidates are meeting overall benchmarks as measured by standardized tests for the Virginia Department of Education. However, the overall assessment system which tracks the admission, continuance, and exit of a candidate and by which decisions are made is not delineated. Assessment tools include the Bridgewater College student information system, TK20, and a teacher education Excel spreadsheet. The data tools are maintained in different locations. The Excel

spreadsheet is available to the Director of Teacher Education. When asked by on-site review team members, COTE (Arts and Science faculty and outside constituents) representatives could not describe the assessment system and reported they did not have access to data. They did not provide a process for how data were reviewed other than via the BC TEP Director meeting with individual departments about their programs. The on-site review team found no evidence that data are consistently aggregated and shared with COTE members. The assessment system currently being utilized is not a documented system that is easily accessed or utilized by faculty and other stakeholders.

- 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.*

BC TEP candidates demonstrate the ability to have a positive effect on student learning, and have the ability to adapt instruction, appropriately use assessments, and critically reflect upon their instruction in order to maximize a positive effect on student learning. The program begins with EDUC 140 in which candidates learn the importance of reflective practice (third pillar of the BC TEP Conceptual Framework) on improving student learning. This continues into the second course, EDUC 200, in which candidates learn to design lessons from the frame of learning and assessment—across six schools of learning theory. This is followed in the third course, EDUC 215, in which candidates begin to reflect on the complexity of diversity in schools and the need for accommodation and differentiation of instruction. In EDUC 330, EDUC 332 or EDUC 334, candidates begin to develop strategies to enhance literacy skills and also learn how to plan instruction based upon assessing a student’s existing knowledge and scaffolding on those skills. In EDUC 370, candidates learn how space, time, curriculum selections, and management expectations impact student learning.

In EDUC 406 or EDUC 412, candidates learn further how to backward-design learning and use assessment data to adjust teaching to optimize student learning. Through the sequence of the field experiences candidates learn from K-12 practitioners how to implement the cycle of reflective practice to enhance student learning. Finally, in student teaching, candidates are assessed on their ability to use their reflections to improve instruction. Candidates and classroom cooperating teachers complete the *Weekly Progress Report* which asks the following questions:

1. (Supervising Teacher): Evaluate your classroom experiences for the past week. Describe the instructional strategies that worked well. Are there any changes you would make?
2. (Cooperating Teacher): Evaluate your student teacher’s classroom experiences during this past week. What recommendations do you have for his/her continued growth for the coming week?

3. (Student Teacher): Describe how you will implement your cooperating teacher's recommendations for the coming week. What specific strategies/methods will you use?

Also, at midterm and at the completion of the student teaching experience the cooperating teacher and the BC supervisor evaluate the student teacher's performance in reflective practice and their ability to adjust learning to enhance student learning.

From 2009-2012, all student teachers completed an assignment during student teaching, *Documentation of Student Learning*, in which they pre-assessed, taught, conducted formative assessment, continued to teach, and then completed a summative assessment of the learning. Each student teacher then wrote an analytical reflection on what worked, what did not work and why, and then projected what changes would be made to enhance student learning the next time the material would be taught. In fall 2012, this assignment was adapted to a new instrument, *Student Achievement Performance Assessment (SAPA)*. The move to the SAPA was intended to align the instrument more closely to the Virginia Board of Education *Guidelines for Uniform Performance Standards, Evaluation Criteria for Teachers*, and the *Virginia Standards for the Professional Practice of Teachers*. After consultation with area school administrators and the attendance of a presentation led by four area school divisions on the changes they were making to their teacher evaluation instruments, the BC TEP decided to adapt the *Documentation of Student Learning* instrument. The SAPA emerged following a BC TEP faculty retreat and was introduced to the Committee on Teacher Education and to student teacher supervisors in January 2013.

During school visits and campus interviews conducted by members of the on-site review team, the team learned that the SAPA was considered a strength of the BC TEP by university faculty and K-12 practitioners.

- 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.*

In 2005 the accreditation review team members visited Bridgewater College. Technology was an area cited as needing improvement. Beginning in 2008, the Teacher Education Technology Committee (TETC) was established to address these deficiencies and move candidates and faculty members in more overt demonstration of best practices in technology integration and production. Members of this committee include BC TEP faculty, faculty from the arts and sciences, BC TEP candidates, PreK-12 practitioners (including some BC TEP alumni), and the directors of Instructional Technology for Harrisonburg City public schools and Rockingham County public schools. The following excerpt from the 2013 *Bridgewater College Teacher Education Institutional Report* (page 52) describes the mission and purpose of the TETC:

Teacher Education Technology Committee Mission:

The Bridgewater College Teacher Education Technology Committee provides assistance in the design and delivery of integrative technology within (1) the curriculum, (2) the assessment of candidate technological skills, knowledge, and dispositions, and (3) the instructional design of the Bridgewater College Teacher Education Program. The Bridgewater College Teacher Education Technology Committee reports to the Bridgewater College Committee on Teacher Education.

Purpose:

The Bridgewater College Teacher Education Technology Committee:

- 1. Serves as a resource and advisory committee to the Teacher Education Program as to the technological skills, knowledge, and dispositions needed for all candidates of the program;*
- 2. Assists in the assessment design to make sure that Bridgewater College Teacher Education candidates are well prepared, not only in 21st Century Technology Skills, but also in moving toward National Educational Technology Standards for Teachers certification[licensure];*
- 3. Provides direction, with regards to cutting-edge technology and instructional design, to the Bridgewater College Teacher Education program, as the program develops: (a) Curriculum mapping, (b) Virginia Department of Education TSIP [Technology Standards for Instructional Personnel] certification [licensure] verification, (c) Technology Budget requests, (4) Staff development for faculty within the BC TEP, and (4) Pre-service technology education opportunities; and*
- 4. Collaborates among the various constituencies that shape the design and delivery of skills, knowledge, and dispositions of Bridgewater College Teacher Education candidates (i.e., the Bridgewater College Teacher Education Program, area school divisions, the Bridgewater College Information Technology Center, and Bridgewater College academic departments that teach candidates within courses and house majors leading toward teacher certification [licensure]).*

The establishment of this committee was to move the BC TEP beyond the concept of integration toward the goal of moving candidates and faculty to becoming producers of technology that enhances learning. Initially, the committee established social network policies during field experiences, curriculum integration, and assessment of candidates understanding of technology, as well as collection of data on faculty use within the EDUC curriculum. With the procurement of a Virginia Foundation for Independent Colleges (VFIC) Verizon Thinkfinity grant, the BC TEP was able to create technology modules and provide

staff development for faculty. Currently, the committee is engaged in development of those modules, as well as continued review of the technology integration within EDUC courses.

Candidates in the BC TEP program can now be expected to be exposed to and taught the following technology integration skills: data searches, interactive polling, creation of short screen casts, a variety of presentation formats (Power Point, Prezi, Anime, Quick Response (QR) code Web searches, use of Smart Phones to assess student learning, and use of more traditional software such as Excel to create grade books. Beginning in 2012-2013, all candidates now are taught how to design their own *Moodle* courses and develop online learning modules.

During campus interviews conducted by members of the on-site review team, the team learned that the integration of technology was considered a strength of the BC TEP by university faculty, TEP candidates, and clinical teachers.

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

Candidates are taught in the first course of the EDUC sequence that the need for teachers to read and analyze data is a crucial professional skill. A *Web Quest* assignment requires candidates to: access the U. S. Department of Education data reports, interpret data and make hypotheses about the current state of education, and use that data to predict trends that might become new policy. Throughout the program, candidates learn to use a variety of assessment strategies to gather data in order to plan and assess student learning. Within the literacy courses (EDUC 330, EDUC 332, EDUC 334), candidates learn how to read K-12 student standardized literacy test scores and how to adjust and plan lessons that will increase a student's literacy potential. In each of the required methods courses, candidates are exposed to a variety of data points that a teacher might access to design more effective, efficient, and equitable lesson plans. During student teaching, mid-term and final assessments are conducted on the candidate's ability to analyze and use various types of data to plan and assess student learning. For 2009-2012, BC candidates achieved averages greater than 2.50 on a 3.00 scale on the *Summative Assessment of Student Teaching* instrument.

- 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.**

Bridgewater College does not offer any graduate studies programs.

Review of Team Findings Based on Evidence Presented:

Standard 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.

Recommendation for Standard 2: Met Minimally with Significant Weaknesses

Strengths:

1. Candidates are regularly evaluated on consistent forms (i.e., Mid-Valley Consortium student teaching evaluation form) which allow comparisons.
2. Candidates learn to evaluate their impact on student learning through the *Student Achievement Performance Assessment (SAPA)*.
3. Candidates evidence exemplary use of technology and integration of technology in instruction.
4. The Director of Teacher Education demonstrates an understanding of the need for the assessment system to be continuous and systematic. The Director monitors candidates at multiple transition points and provides key information to key constituents to ensure program review and improvement.

Weaknesses:

1. The assessment system is comprised of individual components that have not been clearly identified to all stakeholders. Also, the BC TEP assessment system does not interface with the system used by the College. During the interview with review team members, faculty from the arts and sciences reported to the review team they did not have access to all candidate data to review. Moreover, the faculty from arts and sciences are not aware that they need to have access to this information. (See pages 30-31, Standard 2, 2b.)
2. Per the BC TEP Director, the assessment system is part of a broader Bridgewater College assessment system and is managed in different locations, dependent upon the data. The Institutional Effectiveness Assessment data are stored on the campus TK20 system. There also are data managed by the BC TEP through the Director of Teacher Education.

The assessment system is managed totally by the Director of Teacher Education. The Director of Teacher Education gathers information from various areas, enters the candidate data into a spreadsheet, aggregates the data, and meets with staff in each department to discuss the data and any need for curriculum revision or alignment. Information flow only is in one direction. How final decisions impacting program

and curricular changes are made based on the data shared is not clear. (See pages 30-31, Standard 2, 2b.)

3. The candidates identified the need for more instruction/information for working with students with special needs in inclusive classrooms. (See page 28, Standard 2, 2a.)

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

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

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

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

As indicated by the faculty vitae, four of the five full-time faculty members in the BC TEP hold terminal degrees (Ph.D. or Ed.D.). One full-time faculty member holds a master's degree and evidences many years of experience teaching at both the PreK-12 and college levels. Of the full-time faculty who teach education-related courses in other departments, all hold doctoral degrees. Finally, of the six part-time faculty members, only two have doctoral degrees.

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

All full-time faculty members have backgrounds and experiences in the PreK-12 environment. They all have degrees and training appropriate to their discipline. Of the four full-time faculty members based in departments other than education, all hold degrees appropriate to their teaching assignments. Based on a review of the vitae provided, one of the four full-time faculty members assigned to other departments does not have significant work experience in a PreK-12 environment. All of the part-time faculty have expertise and experience that would be expected for their assignments.

- 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.*

Indications from faculty and candidates are that, faculty members do integrate technology into their teaching and scholarship. Also, during the on-site team interview, both candidates and faculty reported that some faculty members seem

to excel in this area, and others are a bit reluctant to incorporate the latest technology into instruction. However, this is now clearly an area of strength. During the 2005 on-site accreditation visit, technology was identified as a weakness. Since this time, Smart Boards have been installed in all classrooms in the Education Building and a significant emphasis has been placed on providing training to candidates and faculty in the integration of technology in instruction. There has been campus-wide training of faculty on use of technology equipment and software. Candidates stated they were pleased with the use of technology in their education classes.

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

Application of the *Virginia Standards of Learning* is incorporated into course materials, including syllabi. Information obtained during interviews indicates that faculty members are well-versed in the details and the importance of the *Standards of Learning*. Candidates report that this information is covered adequately in classes.

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

Instruction in culturally responsive pedagogy is included in courses within the education curriculum at Bridgewater College, but this instruction only is emphasized in specific courses. Instructors of these specific courses do demonstrate understanding of diversity issues. Specific courses include EDUC 140: Introduction to Foundations of American Education, EDUC 200: Psychology of Education and Development, and EDUC 215: Diversity in the Classroom. It should be noted that EDUC 215, the only course fully devoted to these issues, is a survey of "high incidence disabilities, giftedness, multicultural issues, and language differences." Candidates interviewed indicated that the information in these courses left them feeling inadequately prepared to work with children with special education needs in their required curricula.

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

Faculty members who routinely supervise candidates in student teaching and practicum experiences have adequate professional experience in PreK-12 settings (as indicated by faculty vitae).

- 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.*

Faculty members who routinely supervise candidates in student teaching and practicum experiences have adequate professional experience in PreK-12 settings (as indicated by faculty vitae). (Response provided is the same as in C.3f.)

- 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.*

Most of the professional education faculty members are actively involved with professional associations (organizations) at the state and regional levels. Others are more involved and active nationally according to faculty vitae. Many recent presentations at professional education conferences are listed in vitae

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

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

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

Course syllabi provide strong evidence that faculty are serving as good instructional models for candidates. Courses vary in their instructional approach, but this is consistent with different experiences of the faculty members. During on-site team interviews, BC TEP candidates reported that they received excellent instruction in their education-related courses. Secondary candidates also reported having received excellent instruction in their content area courses.

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

Reflection is central to nearly all education courses and is emphasized in the BC TEP. This is strongly indicated in course syllabi and in interviews with candidates. However, problem-solving techniques are less-strongly emphasized than reflection and critical thinking in the education programs, but are included in course syllabi for EDUC 200: Psychology of Education and Development, EDUC 370: Classroom Management (Elementary), and various student teaching courses.

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

As evidenced by course syllabi and student interviews, topics in cultural diversity are covered in several courses and by several faculty members within the

education program. This particular topic is emphasized in EDUC 215: Diversity in the Classroom.

The general topic of exceptionalities does not seem to be addressed as thoroughly in the EDUC 215 course or in other courses as is cultural diversity. This is an area repeatedly stated as a concern by candidates in many programs. Many candidates indicated they did not believe they had the necessary skills in the general education classroom to work with students with special needs. They suggested that if there is an opportunity in the near future to develop a course specifically to cover special education topics, this would be of great benefit to candidates in the program. The development of such a course could address shortcomings of the program identified during candidate interviews, and it also could provide an opportunity to hire a faculty member with expertise and background in serving the special education population. There was recognition among the faculty and administration that there is a need to recruit a new faculty member with special education expertise and experience.

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

The process for evaluating faculty is found in the *Bridgewater College Faculty Handbook* and is driven by student evaluations. Evaluations are collected by the Vice President and Dean for Academic Affairs, and results are shared with the Director of Teacher Education. The Director of Teacher Education also observes the faculty, and submits written evaluations to each faculty member. Data collected in recent evaluations (shown in the 2013 *Bridgewater College Teacher Education Institutional Report*) indicate high overall ratings for full-time education faculty. These data are taken from the one administration of the course evaluation system conducted under the current director.

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.*

Current faculty teaching loads fall within normal expectations for baccalaureate-level programs. At present, the “normal” load is 24 hours of teaching per year. There is a collegewide change in process to move this requirement to 21 hours per year. In addition to teaching, there are supervision expectations for most of the

faculty (i.e., practica and student teachers), along with substantial committee work at the department and college levels. Faculty receive load credit for supervision of practica and student teaching.

Although workloads are within reasonable expectations for Bridgewater College faculty, some faculty members reported to on-site reviewers experiencing stress resulting from high workloads and limited time for professional development. Professional development activities in which faculty participate include presenting at conferences and serving as reviewers for professional organizations. A few faculty members mentioned that they would like to be supported in their own professional development by attending specialty conferences at which they do not necessarily serve in the role of presenter.

- 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.*

Faculty did not report any issues with overload during faculty interviews. While some overload is not unusual, anything over one credit hour or so is voluntary and compensated.

- 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.*

Faculty vitae indicate that the faculty were well-qualified and have experiences appropriate for their positions.

Hiring and retention of a diverse faculty is another major area of concern for the program in general. This issue was brought forward in both faculty interviews and student interviews. An explicit plan for recruitment of minority faculty members was not provided during the on-site visit. A brief mention of diversity issues is included in the *Bridgewater College 2020 Strategic Plan* and also in the brief document entitled *Enhancing Campus Diversity through Recruitment and Interviews* which provides justification for an emphasis on creating a diverse faculty, along with providing guidance for interviewing minority faculty.

Information gathered during the interviews with the campus Executive Vice President, the Vice President and Dean for Academic Affairs, and members of the campus diversity committee indicated that there has been a serious effort to recruit minority faculty members, but with little success. Formal efforts include advertising positions in professional publications that may be specific to the needs of minority candidates. Informal efforts at increasing diversity include discussions with faculty and administrators at colleges and universities with high percentages of minority graduates.

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

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

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

The importance of faculty being continuous learners is mentioned in the *Bridgewater Faculty Handbook*. There is a general expectation for involvement in professional organizations, particularly attendance at conferences. During faculty interviews, there seemed to be some lack of understanding about some forms of professional development, particularly writing for professional journals and the value of promotion and tenure at Bridgewater College. More than half of the faculty interviewed discussed the lack of incentives for promotion at the College. BC administrators indicated this was due to the ongoing transition, and they expressed hope that incentives would be more clearly articulated in the future when the position of the College President became “more stable.”

- 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 gathered during faculty interviews indicated positive levels of support for funded travel when faculty members were participants in conferences. Some of the faculty members did mention that they would like to occasionally have funded opportunities for travel to specialty conferences without actually having to present at the conference.

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

Evidence from faculty vitae indicated satisfactory levels of attendance at professional conferences and other similar activities. Included were involvement with organizations and training opportunities at the regional, state, and national levels. Two of the very common areas of involvement that would lead to professional growth were serving as reviewers and presenting at conferences.

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

There is a specific description of faculty evaluation criteria in the *Bridgewater Faculty Handbook*, particularly as it relates to promotion and tenure. The emphasis at the department level seems to be on use of student evaluations, and these are followed by individual observations by the department chair. Beyond

the department level, faculty members are required to submit annual reports documenting their activities and accomplishments during the academic year. The *Faculty Annual Report (FAR)* document clearly indicates the categories of teaching, scholarship, and service.

While BC TEP faculty members are very involved in teaching and service activities, there is no evidence of faculty engagement in research activities.

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

According to the *Bridgewater Faculty Handbook* and information gathered during faculty interviews, most of the responsibility for faculty evaluation lies at the department level. The department chair follows up with classroom observations for each individual faculty member. At this time, the chair provides specific, written documentation for improvement of effectiveness for the individual faculty member. Documents also are submitted to the Vice President and Dean for Academic Affairs. However, the main usage of those documents seems to be for promotion, tenure, and post-tenure review.

It should be noted that faculty interviews revealed at least one possible area of misunderstanding about the promotion process. For example, some faculty members stated that promotion does not routinely include a salary increase. Based on interviews with Bridgewater College administrators, this does not seem to be the case.

Review of Team Findings Based on Evidence Presented:

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

Recommendation for Standard 3: Met

Strengths:

1. Overall, faculty and administration commitment to the teacher education program was evidenced through interviews by the on-site review team with Bridgewater College administrators, faculty, and candidates in the Bridgewater College Teacher Education Program.
2. Overall, the faculty evidences strong credentials to support the Bridgewater College Teacher Education Program.

Weaknesses:

1. There is no explicit plan for recruiting minority faculty. (See page 40, Standard 3, 3c.)
2. There is no full-time faculty member with expertise and experience in special education. (See page 37, Standard 3, 1e.)

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.*

Faculty and administrators within the Teacher Education Program (TEP) have primary responsibility for all matters that relate to teacher licensure in Virginia. Responsibility for faculty selection, tenure, promotion, retention, and recruitment lie primarily within the TEP. Committees outside the TEP do have input into these matters (as indicated in the *Bridgewater College Faculty Handbook*). For example, recommendations regarding tenure and promotion decisions are made by other BC tenure and promotion committees, which may or may not include TEP faculty. Tenure and promotion decisions also are under the control of the Vice President and Dean for Academic Affairs, as are recruitment and hiring decisions.

Recommendations for curricular changes are originated within the BC TEP. They are first reviewed by curriculum committees within the TEP. If approved by the curriculum committee, any proposed revisions are forwarded for vote at a campus-wide faculty assembly.

Allocation of resources and budgetary decisions are initially made by the Vice President and Dean for Academic Affairs and the Vice President for Finance. Once these initial decisions are made, the Director of Teacher Education has primary control over how to utilize funds to support the BC TEP.

- 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.*

While there is no individual, long-term plan for the BC TEP, planning is based on the *Bridgewater College 2020 Strategic Plan*. Informal BC TEP goals have been developed for planning purposes and are as follows:

1. *Provide, at a minimum, one faculty member to teach the first-year experience course each year.*
2. *Equalize advising loads to provide for broader advising.*
3. *Increase the “footprint” of technologically assisted learning within all EDUC courses, and model and assist the development of this [process] across campus.*
4. *Continue to review the prospect of graduate educations, either as course specific institutes, or as a program piece.*
5. *Work more strongly with departments to make sure that teacher candidates are graduating in four years.*
6. *Assist in the commitment to the “Bridgewater learning environment becoming more diverse, evidenced by a socioeconomically, racially, ethnically and geographically diverse student body, faculty, and staff.”*
7. *Assist the ease in which community college transfers can finish their teacher licensure requirements at Bridgewater College within their four-year graduation plans.*
8. *Increase opportunities for alumni to reconnect with the BC TEP.*
9. *Seek to assist in the building of endowment and scholarships for targeted audiences (i.e., diversity) in the BC TEP.*
10. *Enhance competitiveness and improve BC TEP’s reputation by moving toward the Council for the Accreditation of Education Preparation (CAEP) accreditation and developing international student teaching opportunities.*

This set of goals has been used for decision-making purposes for improvement of the BC TEP.

- 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.*

All policy and advisory boards within the BC TEP include members from the program itself, candidates in the program, and (often) area public school

administrators and practitioners. The Mid-Valley Education Consortium (with a primary purpose of providing training for teachers and practicum placements for area candidates), is an excellent example of cooperation between various colleges and universities and participating school divisions.

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

The teacher education program is governed by Bridgewater College policies and procedures when dealing with issues of discrimination. The following discrimination statement is located in the *2013-2014 Bridgewater College Academic Catalog* (page 227):

Non-Discrimination Notice

Bridgewater College does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other college programs and activities, or with regard to employment.

Title IX, the federal law that prohibits sex discrimination, provides that “no person...shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance....” The following are examples of sex-based discrimination prohibited by Title IX:

- 1. Sexual harassment, including sexual assault, occurring in connection with any academic, athletic, extracurricular, or other College program, regardless of the location;*
 - 2. Discriminatory decision-making by a supervisor of an employee based on the employee’s sex; [and]*
 - 3. Failure to provide equitable opportunities for participation in intercollegiate sports....*
- 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.*

Although the BC TEP is quite small (approximately 150 total candidates), there are enough students and need for graduates to justify continuation of the program. There also are opportunities for future growth through recruiting students within and outside of the College. The number of faculty members within the program also is small, with approximately six full-time faculty in the BC TEP, and approximately ten part-time faculty outside of the program who are directly involved in the preparation of teacher education candidates.

Two issues related to the size of the program should be noted. First, there is presently no full time faculty member with special education expertise. This is an area of great need for candidates and was identified during several candidate interview sessions. Second, there is only one administrator within the BC TEP, and it is necessary for that one person to assume many different roles, (including Director of Teacher Education, Department Chair, Placement Coordinator, and Assessment Coordinator, Student Advisor, and liaison to the Virginia Department of Education). All of these duties are assumed for limited release time from faculty duties (nine hours). Many of these duties are beyond those described in the position description for the Director of Teacher Education, and even those duties described in the description are well beyond reasonable expectations for a part-time administrator.

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

Faculty members within the BC TEP are provided with adequate office space, furniture, and computer equipment (typically a desktop unit). Information gathered during faculty interviews indicated that faculty members are satisfied with office space and equipment. Classroom equipment also is adequate. In fact, some of the latest technology has been acquired to support instruction of teacher education candidates.

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

Primary allocation of resources and budgetary decisions are initially made by the Vice President and Dean for Academic Affairs and the Vice President for Finance. Once these initial decisions are made and adjusted based on changing needs and priorities at the College and departmental levels, the Director of Teacher Education has primary control over how to use those funds. Information obtained by the on-site review team during interviews with faculty, candidates, and the Director of Teacher Education indicate that financial needs are being adequately met at present. However, it is anticipated that growth of the program also will result in an increase in financial needs. An immediate need is for faculty with expertise in special education to assist the program in meeting the needs of candidates and to serve as a resource for faculty. The program also is in need of a unified assessment system or data coordinator.

- 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 Bridgewater College Teacher Education Program, along with the Bridgewater College in general, has made great improvements in availability and use of technology for faculty and candidates. In many ways, education faculty have taken the lead in providing direction and training for faculty, staff, and students at Bridgewater College. Evidence for improvements in this area was provided during interviews with faculty, candidates, and the Vice President and Dean for Academic Affairs.

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

Full-time faculty within the teacher education program and faculty from other departments who teach courses for students in that program have adequate office space, computers, and other technology. Other equipment, such as a copy machine, is located in the vicinity of faculty offices. Although allocated space may not be in the form of a “traditional office,” part-time faculty and adjunct instructors also are provided with space for working and meeting with teacher education candidates and other students interested in the BC TEP.

Review of Team Findings Based on Evidence Presented:

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

Recommendation for Standard 4: Met Minimally with Significant Weaknesses

Strengths:

1. Faculty members are readily available to provide advisement to Bridgewater College Teacher Education Program candidates.
2. With the exception of special education, faculty evidence expertise in the specific content area knowledge.
3. Technology is used by faculty to teach teacher candidates how to effectively integrate technology in the PreK–12 classroom.

Weaknesses:

1. The program administrator is responsible for too many roles without sufficient administrative release time. The position description for the Director of Teacher Education is quite comprehensive. Many institutions employ a full-time administrator such as a dean to perform these roles. In addition to the roles described in the position description, the program administrator serves in informal roles as assessment coordinator and candidate placement coordinator. A partial solution to this problem might be to hire a data coordinator to coordinate the assessment system and make field placements for candidates within the Bridgewater College Teacher Education Program. Also, the Director of Teacher Education is the liaison to the Virginia Department of Education, Division of Teacher Education and Licensure, to ensure all Bridgewater College teacher education programs are in compliance with Virginia Board of Education regulations, policies, and procedures. (See pages 45-46, Standard 4, 2*a*.)
2. There is a need for faculty with expertise in the area of special education to serve the needs of candidates and to serve as a resource for faculty within the program. (See page 46, Standard 4, 2*c*.)

Appendix C

*September 30, 2013, Letter to Dr. David W. Bushman, President,
Bridgewater College*



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120
RICHMOND, VA 23218-2120

September 30, 2013

Dr. David W. Bushman, President
Bridgewater College
Box 34 Flory Hall, Room 100
402 East College Street
Bridgewater, Virginia 22812

Dear Dr. Bushman:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, set forth the options for the accreditation of professional education programs at Virginia institutions of higher education. Bridgewater College requested to obtain accreditation of its proposed professional education program through the Board of Education approved process.

On April 27-30, 2013, an on-site accreditation review of the Bridgewater Teacher Education Program (BC TEP) was conducted. The recommendation of the review team is that the professional education program at Bridgewater College be "accredited with stipulations," indicating that the program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the BC TEP must fully meet the standards stipulated in the *Regulations Governing the Review and Approval of Education Programs in Virginia* and provide documentation to the Department of Education. In addition, an on-site review of professional education programs will be conducted on a seven-year cycle.

Enclosed is the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Bridgewater College. This document was reviewed by Dr. Mark Hogan, director of teacher education, for factual accuracy. A copy of the report also is being mailed to Dr. Hogan. A response to the report must be sent to Dr. JoAnne Y. Carver, director of teacher education, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120 within 30 days' receipt of the report. The response should be based on evidence reviewed and decisions made during the on-site review.

The report of findings and institutional response, if applicable, is reviewed by the Department of Education. The report of findings is submitted to the Advisory Board on Teacher

Education and Licensure (ABTEL) for review and recommendations to the Board of Education. ABTEL develops recommendations regarding program accreditation approval for the Board of Education. The Board receives ABTEL recommendations for review and action. The final decision rests with the Virginia Board of Education.

In October 1998, the U. S. Congress enacted Title II provisions to the Higher Education Opportunity Act (HEOA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. In addition, the law required states to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

On May 19, 2011, the Board of Education approved revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education to reflect the designations used by each of the accrediting bodies.

At-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

- National Council for the Accreditation of Teacher Education (NCATE):
Accreditation for two years with a focused visit; or
Accreditation for two years with a full visit
- Teacher Education Accreditation Council (TEAC):
Accreditation (two years)
Initial Accreditation (two years)
- Board of Education Approved Process (BOE): Accredited with Stipulations.

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 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)
(Note: The Virginia/TEAC Partnership currently allows for seven-year accreditation.)
- BOE: Accredited.

Dr. David W. Bushman
September 30, 2013
Page 3

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

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."

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

Sincerely,



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

/jyc

Enclosure

c: Dr. Mark Hogan
Patty S. Pitts

Appendix D

*October 31, 2013, Letter from Dr. Mark A. Hogan, Director of
Teacher Education, Bridgewater College, in Response to the
Professional Education Program Review Team Report of Findings*

Teacher Education Program



BRIDGEWATER
COLLEGE

Bridgewater, Virginia

RECEIVED
NOV - 1 2013

October 31, 2014

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

Dear Dr. Carver:

Enclosed please find a flash drive and three copies of the *Bridgewater College Response to the Professional Education Program Review of the Finding, October 30, 2013*. Our report outlines the Bridgewater College Teacher Education Program's responses to what the onsite team wrote in the *Bridgewater College Review Findings Report* that we received on October 2, 2013 for the onsite visit that took place on April 27-29, 2013. This *Response to the Findings Report* was also emailed to you electronically as a PDF this morning.

We do request that the *Bridgewater College Institutional Report, Bridgewater College Review Findings Report* and the *Bridgewater College Response to the Professional Education Program Review of the Finding, October 30, 2013* be forwarded on to ABTEL.

As noted in your letter to Dr. David Bushman, President of Bridgewater College, we will be sending to your attention an additional letter outlining the policies, procedures, course additions, and hires that have taken place in Fall 2013 after the oral exit report in April 2013, but before the receipt of the Findings Report in October 2013.

Thank you for the time and diligence that you, and the review team, put into this process, which serves to help us become an even stronger Education Program Provider.

Sincerely,

Mark A. Hogan, Director
Teacher Education Program

College Box 15
402 College St.
Bridgewater, Virginia 22812-1599
bridgewater.edu

Tel. 540-828-5340
Fax 540-828-5747

Appendix E

*December 12, 2013, Letter from Dr. David W. Bushman,
President Bridgewater College*



Office of the President
David W. Bushman, Ph.D.
President

December 12, 2013

RECEIVED
DEC 13 2013

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

Dear Dr. Carver,

As suggested in your email of October 23, 2013, we are sending you notification of the actions we have taken in response to the exit oral report given at the time of our on-site visit in April 2013. We would like this information to be included as part of the agenda item submitted to the Board of Education on behalf of Bridgewater College.

In their exit oral report, the visiting team named the following as concerns:

- A lack of ethnic and racial diversity among the faculty and the students in the Teacher Education Program, and the lack of a diversity plan to map out solutions.
- Program short-comings in preparing future teachers for engaging special needs students in the regular classroom.
- Accessibility issues with TEP assessment data.
- The size and scope of the TEP Director's workload.

In response to these concerns we have taken the following actions:

- We have developed and implemented a formalized Diversity Plan for the Teacher Education Program.
- We have hired Ms. Stephanie Wilson to team-teach in EDUC 140: Foundations of American Education, thus ensuring that every candidate has been taught by a faculty representing diversity. Ms. Wilson is African-American. EDUC 140 is the first course that all candidates take. This is in addition to what is already in place, that every candidate is taught by Dr. Karen Santos Rogers later in the program. Dr. Rogers is Hispanic. Dr. Rogers teaches literacy courses for PK-6, 6-12, PK-12 candidates.
- We have begun a search for a new TEP faculty member for 2014-2015. The job description states that the candidate must have had significant life experiences in working with diverse learners.

Dr. JoAnne Y. Carver

December 12, 2013

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- We have created two new courses which will be available to teacher candidates in the 2013-2014 academic year:
 - SPED 200 Characteristics and Strategies for Working with Individuals with Learning Differences
 - SPED 210 General Education teachers and special needs learners.
- We have established a video-tutorial project in which area school division directors of Special Education and Student Services teach 5-7 minute tutorials on the following:
 - How do you read an IEP?
 - What type of student data should I, as a general educator, be collecting prior to a child study?
 - What is expected of a general educator in an inclusion model?
 - How does the general educator build co-teaching roles with special educators and special education aides?
 - What are strategies that seem to work well in communicating with parents of learners with special needs?
 - What are key points to include in my SMART goals for learners with special needs?
 - Who do I seek out if I feel unprepared to work with the accommodations that are specified in an IEP?
 - What adaptive technologies are essential for me to know about as a general educator working with learners with special needs?
 - How do I become more inviting to special educators in my classroom?
 - What resources are essential for me to know before I start the school year when I know I will have an inclusion classroom?
- We opened a new position for an Education Coordinator and hired Ms. Chipley Bader. She works with program assessment (streamlining data accessibility) and field placements, removing these tasks from the Director's role.

We are confident that the actions taken address directly the concerns raised by the visiting team and ask that you will share this information with the Board of Education at the appropriate time.

Sincerely,



David W. Bushman

CAS/csr

Appendix F

*Bridgewater College's Response to the
Professional Education Program Review of Findings
(January 9, 2014)*

Teacher Education Program



**BRIDGEWATER COLLEGE
RESPONSE TO THE
PROFESSIONAL EDUCATION
PROGRAM REVIEW OF FINDINGS**

January 9, 2014

VISIT: April 27-30, 2013

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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.

Note: Comments in this standard respond only to areas of concern.

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

The Conceptual Framework changes have evolved from 2007 to the present form. These changes came as a result of assessment of candidates, alumni, faculty in the Teacher Education Program (TEP) and faculty in Arts and Sciences over a 3-4 year period. As the TEP began to view the old Conceptual Framework, it became apparent that the “Christian Atmosphere” did not articulate the direction in which the program was moving regarding culturally responsive pedagogy, greater awareness of diversity, and broader pedagogical connections expected of candidates.

Further, as faculty in the TEP strengthened their collaboration with area school divisions, the demographic changes in the Shenandoah Valley dictated shifting the framework to be more focused on meeting the learning needs of an increasingly diverse school population. As the institution went through the process of SACS Reaffirmation, institutional and program assessment moved the institution to the redesign of general education to emphasize even more strongly the role of liberal arts in the Bridgewater College experience.

Finally, faculty in the TEP discovered that candidates did not relate to the terminology of the old Conceptual Framework, specifically to “Introspective Resiliency” – trend work of the late 20th century. After numerous times of explaining *introspective resiliency* as “reflective practice,” the change was made to rename the third pillar. The new Conceptual Framework pillar names were vetted among Arts and Science faculty, area PK-12 practitioners, and candidates.

Thus, the process of change was much more dynamic than simply a change in faculty. Since the 2005 accreditation visit there has been 100% turn-over in faculty. Drs. Hawk and Hogan came in 2007, Drs. Harris and Rogers came in 2011 and Dr. Carr and Mr. Hill came in 2012. The 100% turnover was the result of 2 retirements, dismissal of faculty, and the closing down of a program, Special Education, which had two full-time faculty and three candidates.

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 report indicates in this section that interviews with the Committee on Teacher Education (COTE) members and review of minutes of the meetings were made available to the visiting accreditation team. The narrative of the Findings Report indicates that evidence supports COTE ensuring *alignment with state and national standards and coordination and alignment of the standards across the academic departments of the institution*. Further the narrative

cites that interviews with the Arts and Science faculty, student teaching supervisors, and public school central office personnel *indicated a collegial and coordinated environment to share information regarding the quality of the teacher candidates and the Teacher Education Program.*

In all of these pieces of evidence, including the minutes of the COTE meetings, a consistent piece is the sharing of data based upon the assessment of candidates, curriculum, and faculty. This data derived from the Assessment System is what provided for the long list of evidence-based/data-driven change that was cited in the Bridgewater College Institutional Report (pages 5-7) over the last eight years. This is cited in our response, here, because the strengths cited here by the team later become a concern in another Standard as it reports on the documented Assessment System.

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.

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.

In the Bridgewater College Institutional Report (pages 19-20) the process of curriculum review, course change, and solicitation of input from Arts and Sciences, PK-12 stakeholders, and graduates is articulated. We are unclear how the following narrative from the Findings Report relates to this standard: *The BC TEP has experienced major personnel changes. Since 2005, the department chair/program director and 100 percent of the program faculty have changed. The institution has experienced recent changes in the president's office. Since July 2010, one retired; the subsequent hire left after one year. An interim president was in place at the time of the on-site visit, and a new president started in June 2013.* We would assert that even though there were significant changes, the TEP kept fidelity with the assessment process necessary for the development, implementation and evaluation of programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework. Curriculum mapping continued, course review took place, and candidates' knowledge, skills, and dispositions, as measured by multiple assessment instruments, did not decrease.

The Findings Report states: *Throughout various interviews with review team members, a consistent issue among current candidates, student teachers, and recent graduates is the lack of sufficient depth and breadth expressed in program course content available to candidates to prepare them to understand the needs to acquire the skills, and to implement strategies to effectively support students with special needs in the general education classrooms. This deficiency in program offerings was acknowledged in conversations with the Teacher Education Program faculty, and many agreed that action must be taken to remedy critical need in program offerings.* This was noted during the time of the review and repeated at the

exit oral report. Nonetheless, evidence at the time of the site visit and from the TEP assessment data did not indicate this as such a strong “critical need in program offerings.”

Syllabi presented to the team shows that this area is introduced in EDUC 140 and EDUC 200. In EDUC 215, the course dedicated specifically to diversity, candidates receive initial instruction teaching students with special needs. Evidence presented, at the time of the visit, in the faculty evaluation reports and FAR reports for the professor who teaches EDUC 215 show that she had been instructed to change the curriculum of EDUC 215 for 2013-2014 to make sure that one-third of the course content is directed towards special needs students and their learning needs. Syllabi presented show that in EDUC 412, all 6-12 candidates have multiple sessions on providing differentiation and accommodation; in fact, as shown in the syllabus provided to the team, each content area has a specific text required on providing differentiation and accommodation in his/her content area. Within that same course the Director of Student Support Services of an area school division comes as a guest speaker to present the topic, “What general educators need to know about reading an IEP and implementing it into the classroom.”

Data from the Summative Assessment of Student Teachers, graduate survey data, and school administrator survey data on graduate performance, all presented to the review team, did not indicate that meeting the needs of special education students was an area of concern.

Follow-up conversations with PK-12 practitioners who were interviewed for the site visit indicated that the first comment made by the interviewer was, “We’re finding that candidates do not feel prepared to teach students with special needs, what do you think?” According to multiple practitioners who were interviewed, their response was, “We often don’t feel prepared to teach students with special needs,” in reference to their own ability, but not as a reflection on Bridgewater College students' preparation.

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.

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 Findings Report states: *The diverse student experiences are not complemented with diversity among mentor teachers. Few schools in the target area provide a diverse teaching pool.* Bridgewater College uses a 60-mile radius for all field experiences and student teaching. The majority of placements fall within the school divisions of the MidValley Consortium: Augusta County Public Schools, Harrisonburg City Public Schools, Page County Public Schools, Rockingham County Public Schools, Staunton City Public Schools, Shenandoah County Public Schools, and Waynesboro City Public Schools. The Teacher Education Program at Bridgewater College recognizes that the diversity pool of mentor teachers is extremely small. As much as possible we seek to provide our candidates with

diverse mentor teachers. However, as the standard states, the emphasis is on students, not mentors, of diverse backgrounds. The Shenandoah Valley provides a much richer diversity among students. Our candidates' field experiences provide for a variety of field experiences in settings with students of diverse backgrounds, as noted by the Findings Report, which is monitored through our field experience database.

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

The Findings Report states: *However, all BC TEP field experience placements are managed by individual course instructors—a problematic task for instructors. While it is the consensus of stakeholders that this procedure works, there also is overall agreement among faculty that this is not an efficient means to ensure that candidates receive the diverse placements needed. Additionally, all student teacher placements are assigned by the program director who also serves as the department chair and program instructor. It is highly recommended that the College create a director of field placement position to assign and monitor the vast field experience components of the BC TEP.* In the 2011-2012 Teacher Education Program Review document, available to the site team, was a goal of hiring a coordinator of field placements. However, we do not believe that the issues addressed in this narrative are found within the standard.

The TEP Director assigns student teaching placements through his role on the executive board of the MidValley Consortium. The IHEs of the MidValley Consortium sit down, in one afternoon session, and choose the student teaching placements that use MidValley Clinical Faculty. The BC TEP does not use MidValley Clinical Faculty exclusively for student teaching placements. Placements are made based upon matching the student teacher with the best potential for growth and complementary personalities so that students' learning in the classroom will be less impacted by change. This is why the BC TEP places its student teachers in the same classroom as their field experience the semester before student teaching – so that the student teacher learns the system and teaching style of the teacher before entering the full 15 weeks of student teaching.

Review of Team Findings on Evidence Presented, Standard 1, Weaknesses:

1. There is a lack of diversity in clinical faculty, cooperating teachers, and college supervisors. (See page 15, Standard 1, 6a.)

We wish to point out that page 15, Standard 1, 6a refers to the students that our candidates work with, not the faculty, cooperating teachers, or college supervisors. We believe that our candidates are fortunate to work with a very diverse student population in their field experiences. Clinical faculty through the MidValley Consortium, as well as other cooperating teachers, are employees of the local school divisions with whom we partner.

- 2. More efficient management of individual student placements by course is needed. While it is the consensus of stakeholders that the current procedure of instructors making their own placements and individual students maintaining their own practicum experience records work, there also is overall agreement among faculty that the procedure is cumbersome and is not an efficient means to ensure that candidates receive the diverse placements needed. It is recommended that a new position, course release, or other type of compensation is needed to centralize field placement duties and responsibilities, including recording student placement history. (See pages 15-16, Standard 1, 6b.)**

The field experiences of candidates are recorded in the candidate data file (though at the time of the site visit, this was not conveniently found). Faculty began making their own placements in 2007 after feedback from area PK-12 administrators and teachers that BC TEP faculty were not well known out in the schools. Drs. Coffman, Hawk and Hogan took on the ownership of arranging for their own placements as a means of building presence and collaboration among school participants. This would reinforce the statement *the consensus of stakeholders that current procedure of instructors making their own placements is working*. We would concur with our PK-12 partners that it is working.

Already stated in the 2011-2012 Teacher Education Program Review document, available to the site team, was a goal of hiring a coordinator of field placements.

- 3. Students, cooperating teachers, former students, and college supervisors mentioned the need for more instruction on characterizing, teaching and managing students with special needs in the general education classroom. (See page 10, Standard 1, 5a.)**

Although no weaknesses in this area are confirmed by our assessment data (Field Experience and Student teaching Summative Evaluations), we acknowledge the need for more content in our courses and more clear articulation to candidates the necessary skills in this area.

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.

- 1. (a-g) 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 to teaching and PreK-12 student achievement. Indicators of this standard shall include the following:**
 - a. English**
 - b. Mathematics**
 - c. Scientific Inquiry**
 - d. History, Government, Civics**
 - e. Supporting areas of Fine Arts, Communication, Literature, Foreign Language, Health, Psychology, Philosophy and other disciplines**

In our reflection we would like to point out that the narrative of the Findings Report consistently speaks to the strengths of the program's candidates in general education (1a-g), including on page 25: *During the on-site team interview COTE faculty representatives stated that the Director of Teacher Education discussed Praxis II and other licensure assessment results with them, and later shared the assessment results with individual faculty in other departments as appropriate. As a result, selected faculty in these departments took the Praxis II assessments to assist in aligning the curriculum within their respective departments with competencies required on the Praxis II tests.* This is evidence of the Assessment System working.

Data from candidate performance is aggregated by department in which the endorsement is housed, i.e. English 6-12 in the English Department. The Director meets with the departments to go through the aggregated, and in all cases the disaggregated data of sub-scores on the Praxis II assessments. The department then uses this data in their institutional-wide department assessment reports, and also continues dialogue with the BC TEP on curriculum changes with specific programs. Curriculum change proposals come back to COTE, where they are vetted across other disciplines and then voted upon, prior to going to the institutional-wide Committee on Education, which approves all curricular changes at the college before going to the entire faculty for vote. Therefore candidate performance in Praxis II, Praxis I, and VCLA is all used to assess and design curriculum for general education, content majors, and education courses.

Further, as presented in documentation to the review team, data on first-attempt of Praxis II scores was used to address curriculum concerns in specific disciplines. While these disciplines all had 100% pass rates for program completers, some candidates were taking the assessment two or three times to pass. COTE had the Praxis Coordinator create a report that showed any program whose candidates fell below an 80% first-time pass rate and instructed the Director of the Teacher Education Program to meet with the department to look at why they thought their first-attempt pass rate was lower than 80%. (Again note these programs already had 100% pass rate by the time of program completion for their candidates.) We would note that Praxis II is not about general education as much as it is about knowledge pertinent to the field of study. The strong liberal arts general education program at Bridgewater College ensures that our candidates have breadth and depth of knowledge across the disciplines. As noted in the documents presented to the review team, the G.P.A. admission requirements for BC TEP candidates are higher than the rest of the college.

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.

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.

As stated in the BC TEP Institutional Report and Findings Report, BC TEP candidates have strong backgrounds in understanding how child development theory, language acquisition and reading play a significant role in the learner competence. The BC candidates' field experiences reinforce the theory taught in these areas and give the candidates opportunities to apply the knowledge. All field experience candidates are measured on the BC TEP dispositions in each field experience. Significant in this area is that all secondary (6-12, PreK-12) and elementary (PreK-6) candidates have direct experience in working individually with literacy development of PreK-12 students.

In EDUC 140, which is the first course all BC TEP candidates take, contemporary educational issues are presented from the onset. A strong focus of EDUC 140 is on training teacher candidates to become advocates for children and learning. Every candidate in EDUC 140 takes the IAT (Implicit Association Test) to work with unconscious bias and unintentional racism. By the end of the course, after analyzing statistical data from the U.S. Department of Education, each first year candidate must present his or her suggestions for ending the achievement gap. All candidates take a stand-alone course on diversity, EDUC 215 Diversity in the Classroom (catalog description: *Explores academic, cultural, and linguistic diversity, with an emphasis on appropriate and effective strategies for instructing these diverse learners in inclusive classroom settings.*) As stated in the Findings Report (pg. 28): *the syllabus from this course, EDUC 215, indicates that knowledge and instructional methods for working with students' exceptional needs are introduced.*

All candidates in EDUC 406 (PreK-6) and EDUC 412 (6-12) are taught to address linguistic diversity through the use of the Sheltered Instruction Observation Protocol (SIOP) approach, used heavily in Harrisonburg City Public Schools, where our candidates often experience classes of 35%+ of second language learners in their field experiences. All secondary (6-12) candidates in EDUC 412 (syllabus made available to the review team) demonstrate their knowledge of differentiation and accommodation through unit and lesson designs, and have had formal instruction during a lecture by the Director of Student Services of Harrisonburg City Public Schools on, "What general educators need to know about students with special needs."

The Findings Report also cites on page 28: *Pre-candidates, candidates, and graduates interviewed by the on-site review team noted that greater emphasis was needed in the development of their knowledge and skills related to working with children with special needs in general education, inclusive classrooms.* Pre-candidates were the first group interviewed by the review team. By definition, pre-candidates have not been accepted to the program and as such, have not yet taken pertinent coursework. Therefore, we would concur that they would not have had this knowledge base at the time of the interview.

Candidates and graduates reported that in subsequent interviews, team members asked multiple questions about meeting the needs of students with learning differences. When candidates or graduates gave examples of instances where they *had* had this training, the team member responded, "So you feel like you need more training in this area?" This single metric of data (i.e. candidate interviews) is not confirmed in the data presented in the Summative Assessments of Student Teaching by cooperating teachers or in the Administrator

Surveys of graduates. However, the TEP acknowledges that candidates could benefit from more content and experience in this area.

b. Candidates demonstrate the ability to apply knowledge 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.

Our response to the Findings Report is supportive of what the review team cited as evidence that this element of the standard has been met (pgs. 29-30). Of particular note are the candidate and PK-12 practitioner interviews, as well as evidence presented on the web site and during the poster sessions of the candidates' ability to evaluate student performance. This is evident particularly through the use of the Student Academic Progress Assignment (SAPA), which has our student teachers building off their cooperating teacher's SMART goals as the student teacher measures his/her impact on student learning. The last line on page 30 of the Findings Report that addresses this standard element states: *In addition, candidates are meeting overall benchmarks as measured by standardized tests for the Virginia Department of Education.*

However, the Findings Report continues this section by addressing the review team's opinions on the BC TEP Assessment System. While the Assessment System is not part of Standard 2, but Standard 4 (Governance and Capacity), our response will address the comments here. The Findings Report states: *However, the overall assessment system which tracks the admission, continuance, and exit of a candidate and by which decisions are made is not delineated.* A Power Point presentation was presented to the team, which summarized the BC TEP Assessment System (Appendix A). This delineates that the BC TEP Assessment System is used to assess the program, curriculum and pedagogy, and candidates. The presentation/handout goes on to explain the assessment instruments, timelines, and reporting out all assessment regarding Unit Resource Capacity, the Curriculum and Pedagogy (General Education, Content Major, EDUC Courses), and Candidates (pre-candidates, candidates, and graduates). Further, Condition 4 of the Bridgewater College Conditions for Qualifying was given prior to the team visit (Appendix B).

The Findings Report states: *Assessment tools include the Bridgewater College student information system, TK20, and a teacher education Excel spreadsheet. The data tools are maintained in different locations.* This is correct. The Bridgewater College student information system collects candidate data across the entire university and is managed by the Director of Institutional Research. TK20 is used as the data entry point for departmental and major institutional assessment utilized for accreditation (SACS) and is managed through the Information Technology Services and by the Coordinator of Institutional Assessment. The BC TEP excel spreadsheets were used to manage program specific data.

The Findings Report states: *The Excel spread sheet is available to the Director of Teacher Education. When asked by the on-site team members, COTE representatives could not describe the assessment system and reported they did not have access to data. They did not provide a process for how data were reviewed other than via the BC TEP Director meeting*

with individual departments about their programs. The data is housed on the campus drive, accessible to all faculty connected to the BC TEP, including BC TEP faculty, COTE members, and department chairs. The team was correct that the BC TEP Director does meet with individual departments to share the program/content area specific data. The Findings Report goes on to state: *The on-site review team found no evidence that data are consistently aggregated and shared with COTE members.* The data is indeed aggregated and shared with COTE in Program Assessment Review documents and Annual Assessment Reports each fall for review of the previous year's data. The on-site team was provided with the agenda and minutes from the COTE meetings of 2012-2013, as well as with copies of the Annual Assessment Reports. The agenda for 22 October 2012 shows that agenda item III is Program Assessment Reviews (Appendix C).

Finally, the Findings Report concludes this standard element with: *The assessment system currently being utilized is not a documented system that is easily accessed or utilized by faculty and other stakeholders.* As shown above, the BC TEP is a documented system. It perhaps is complex and reaches across three different locations for housing; however, the system is providing data for program, candidate, and curriculum data-driven change. We would like to point out that this standard element is about *the candidate's ability to demonstrate 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.*

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.

We are supportive of the review team's analysis that our candidates *demonstrate the ability to have a positive effect on student learning, and have the ability to adapt instruction, appropriately use assessments, and critically reflect upon their instruction in order to maximize a positive effect on student learning.* (Findings Report, page 31) We agree with the Findings Report when it says: *EDUC 215, in which candidates begin to reflect on the complexity of diversity in schools and the need for accommodation and differentiation of instruction.* Further the Findings Report states that our candidates: *plan instruction based upon assessing a student's existing knowledge and scaffolding on those skills...In EDUC 406 and EDUC 412, candidates learn further how to backward-design learning and use assessment data to adjust teaching to optimize student learning. Through the sequence of the field experience candidates learn from K-12 practitioners how to implement the cycle of reflective practice to enhance student learning. Finally, in student teaching, candidates are assessed on their ability to use their reflections to improve instruction.* Data provided to the review team showed that our student teachers consistently score above the 2.5 benchmark (0-3 scale) in this area. This is why we feel good about our candidates' ability to reach all students, including those with learning differences in their classrooms. We feel confident that our candidates and graduates will continue to desire to develop these skills further because of their foundation training to be caring, competent, and highly quality teachers (BC TEP mission statement).

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

We concur with the Findings Report that this area is a particular area of strength for the BC TEP. Now, as producers of technology, our candidates possess the knowledge and skills to enter the PK-12 workplace ready to develop their own Moodle/online courses, to create avatars to improve a student's ability to write, to create gaming structures in order to engage students.

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

Again, we concur with the Findings Report that our candidates clearly demonstrate the ability to analyze and use various types of data to plan and assess student learning. We intentionally start them in EDUC 140 to become advocates for students and learning. As stated earlier, during this course, candidates analyze the U.S. DOE Report: Conditions of Learning. They begin to look at the data presented in that report to analyze how agenda for school reform is created by reports from the federal government level. Our candidates create a variety of assessment strategies and learn to read data on student reports to plan and design learning. Through the Student Achievement Performance Assessment (SAPA) our candidates learn to use the data collected by their cooperating teacher and plan instruction from there as well as learning to develop their own SMART goals. As noted in the Findings Report: *student teachers achieved averages greater than 2.50 on a 3.00 scale on the Summative Assessment for Student Teaching instrument*. Administrator surveys further indicate that our graduates perform well in the ability to plan and assess student learning.

Review of Team Findings on Evidence Presented, Standard 2, Weaknesses:

In our response we want to first note that this standard focuses on candidate performance. Within each element of the standard our candidates were cited as having met the standard element, sometimes with strength. The weaknesses in this element are not connected to the standard on candidate performance. Two address the assessment system (Standard 4: Governance and Capacity) and the third addresses the need for a course and/or knowledge of more instruction for working with students with special needs in inclusive classrooms (Standard 1: Program design). We find it difficult to rationalize the determination "Met with Significant Weaknesses" on the standard for candidate performance when all the narratives of each element speak to our candidates meeting the performance expectations, and at times meeting them with strength.

- 1. The assessment system is comprised of individual components that have not been clearly identified to all stakeholders. Also, the BC TEP assessment system does not interface with the system used by the College. During the interview with review team members, faculty from the arts and sciences reported they did not have access to all candidate data to review. Moreover, the faculty from arts and sciences are not aware that they need to have access to this information. (See pages 30-31, Standard 2, 2b)**

The BC TEP Assessment System is not only delineated but documented as shown in the accompanying documents (Appendix A, Appendix B) of this report. ALL assessment systems are comprised of individual components that come together for the system. The elements of the components, assessment and data of the program, candidates, and curriculum have been identified. They do exist in three different storage arenas: the campus-wide assessment data collection system, TK20, and the BC TEP excel spreadsheets. At the time of the visit it was stated that the BC TEP assessment system does not interface with the system used by the college; however, faculty do have access to essential data on the campus sdrive, where the assessment information is stored.

- 2. Per the BC TEP Director, the assessment system is part of a broader Bridgewater College assessment system and is managed in different locations, dependent upon the data. The Institutional Effectiveness data are stored on the campus TK20 system. There also are data managed by the BC TEP through the Director of Teacher Education.**

This is true and not really uncommon across most campuses. Note that even in this weakness that it states all three areas are managed.

The assessment system is managed totally by the Director of Teacher Education. The Director of Teacher Education gathers information from various areas, enters the candidate data into a spreadsheet, aggregates the data, and meets the staff in each department to discuss the data and may need for curriculum revision or alignment.

This is not true, as the data is not managed totally by the Director of Teacher Education. As mentioned in the Findings Report by the review team, above: *the assessment system is part of a broader Bridgewater College assessment system and is managed in different locations by different individuals.* It is true that the Director of Teacher Education gathers information from various areas, as prior to becoming the Director of the Teacher Education Director in July 2012, the Director had the full responsibilities of coordinating the TEP Assessment System, as well as serving as the SACS Compliance Officer. For 2012-2013, the 2011-2012 Assessment Report was prepared and presented to the TEP faculty and COTE by Dr. Rebecca Harris. The Director of TEP does meet with the faculty in each department that has a teacher education component and engages in discussion of the data and the implication for curriculum revision or alignment.

Information flow only is in one direction.

This is not true. Information flow is multidirectional. As presented to the review team, all program assessment reports go to the Committee on Institutional Effectiveness, where they are peer-reviewed and feedback is returned to the program for consideration. Evidence presented to the review team through the 2009-2010, 2010-2011 and 2011-2012 Teacher Education Assessment Reviews shows that the Institutional Effectiveness reviewers asked for changes in benchmarks, additional student learning objective outcomes, and a target student learning objective outcome. Even the meetings with individual departments are not a one-

way flow. Faculty members within the departments provide input on analysis and program change and also make suggestions for further assessment back to the TEP.

How final decisions impacting program and curricular changes are made based on the data shared is not clear. (See pages 30-31, Standard 2, 2b)

Minutes and agenda of COTE meetings documented the process of curricular change, particularly in the redesign of the History and Political Science major, the redesign of the Algebra I endorsement, and the redesign of the Music Education program. In addition, the department chair of Health and Human Sciences shared in the interview session for department chairs how the assessment data led to the restructuring of the Family and Consumer Science major, as well as program tweaks within Health and Physical Education. The last two were also explained in an interview with the Director of the Teacher Education Program.

3. The candidates identified the need for more instruction/information for working with students with special needs in inclusive classrooms. (See page 28, Standard 2, 2a)

This is true; candidates did identify the need for more instruction/information for working with students with special needs in inclusive classrooms. This has already been addressed as explained in the Response Report. The Findings Report clearly articulates in 2e that BC TEP candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning. Further the Findings Report in 2c delineates how competent the BC TEP candidates are in adapting strategies to meet the needs of diverse students in the classroom, and backward-design learning in order to optimize learning.

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

As noted in the Findings Report, five of the six full-time faculty members hold doctoral degrees in the fields in which they are teaching. The sixth member of the full-time faculty has numerous years of successful teaching in his field, both at the college level and PreK-12 level, has had long term experience as a PreK-12 central office administrator in technology, and is widely recognized for his expertise in technology integration. Of the six part-time faculty members two hold doctoral degrees, one is finalizing doctoral studies, and the other three have exceptional expertise in their field of teaching or supervision. We concur that this standard element is met.

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

As stated in the Findings Report: *All full-time faculty members have backgrounds and experiences in the PreK-12 environment. They all have degrees and training appropriate to their teaching assignments. Of the four full-time faculty members based in departments other than education all hold degrees appropriate to their teaching assignments.* Based upon the Findings Report all but one full-time within TEP, full-time not based in TEP, and part-time faculty have expertise and experience that would be expected in their assignments. We concur with the review team that professional education faculty have demonstrated competence in each field of endorsement area specialization.

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

We concur with the Findings Report that: *this is now clearly an area of strength.* Evidence was presented that candidates and cooperating teachers are pleased with our faculty's expertise in this area. The BC TEP faculty are leaders in the college in this area and present many seminars across campus on technology integration. The Teacher Education Technology Committee's focus on developing skills among faculty is recognized at the administrative level of the campus as well.

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

As noted in the Findings Report: *Application of the Virginia Standards of Learning is incorporated into course materials, including syllabi. Information obtained during interviews indicates that faculty members are well-versed in the details and importance of the Standards of Learning.* BC TEP faculty intentionally direct students the VA DOE web page to not only review the Standards of Learning, but also the Standard Resource pages as candidates prepare lesson plans and unit plans. All candidate lesson plans must show the VA SOL connection. In addition, secondary content area lesson plans must show the VA SOLs being met, the professional standard of the content area being met, and where applicable, the Common Core standards that are being met within the lesson.

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

Culturally Responsive Pedagogy is a pillar of the BC TEP Conceptual Framework. This area is pervasive in the BC TEP curriculum, integrated within coursework across the program. The Findings Report indicates: *Candidates interviewed indicated that the information in these courses left them feeling inadequately prepared to work with children with special education needs in their required curricula.* While we have addressed this earlier in the Response Report the standard looks at whether the professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional

implications. We respond that our faculty do demonstrate that understanding. Evident in the Findings Report of Standard 2c and 2e, candidates are gaining from the BC TEP faculty proficiency in meeting diverse student learning needs in the classroom and demonstrate the ability to design and assess learning that advances student learning. Within the course syllabi of each of the “methods” courses there is evidence of the teaching of skills of accommodation and differentiation.

We have built a successful model of preparing our candidates for owning their own professional development through the use of online tutorials. That is one area through which we will continue to advance the knowledge about exceptionalities. Therefore we would assert that while candidates desire, and deserve, more knowledge about working with children with special education needs and the understanding of implementation of IEPs our faculty does demonstrate an understanding of cultural differences and exceptionalities.

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.

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

We concur with the Findings Report that: *Reflection is central to nearly all education courses.* We would disagree with the comment in the Findings Report that states that: *problem-solving techniques are less-strongly emphasized than reflection.* Candidates regularly work in discovery learning environments, problem-based learning structures, and as noted, problem-solving is the central strategy in EDUC 370 Classroom Management.

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

The majority of the narrative in the Findings Report to this standard element revisits the review team’s narrative of the need to hire a faculty member with special education background. The standard addresses the teaching of the professional education faculty to reflect knowledge and understanding of cultural diversity and exceptionalities. Evidence presented in course syllabi, EDUC 412 as an example, shows content taught in accommodation and differentiation (Appendix D). However our Response would also address those examples of knowledge found on page 62 of the BC Institutional Report, which highlight Dr. Carr’s research from her doctoral work in creating equitable learning environments using technology in the mathematics classroom, Dr. Harris’ research and published work in diversity and diversity dispositions, Dr. Roger’s research, writing, and presentation on creating equitable literacy environments, Dr. Hawk’s work in using multicultural literature to create culturally responsive lessons and Dr. Hogan’s work with area schools in co-teaching and collaboration to accommodate within inclusion learning environments. We strongly feel that the BC TEP faculty’s teaching does reflect knowledge and understanding of both cultural diversity and exceptionalities, and conversations with candidates who participated in the review team interviews indicate that that was shared

during the conversations directed toward more coursework and training in working with learners with special needs.

- 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.**

- 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.**

Note in the Findings Report it states: *in addition to teaching, there are supervision expectations for most of the faculty.* This is correct, all full-time BC TEP faculty have supervision hours as part of their 21 (24 in 2012-2013) hour load. The BC TEP loads 1 hour of load credit for each student teacher supervised.

- 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.**

Faculty are well-qualified and have experience for their appropriate positions. Hiring of candidates that represent racial diversity is raised by the Findings Report and has been an issue raised by the BC TEP for the last six years. Presently the BC TEP faculty of six full-time members only has one faculty member of diversity (Dr. K. Santos Rogers). The faculty member that Dr. Rogers replaced, who taught for two years at BC, was also member representing faculty diversity.

- 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.**

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

Most of the full-time BC TEP are continuous learners through the active engagement in state and national organizations. At the time of the visit all full-time faculty had attended a state or national conference during the 2012-2013 academic year. As mentioned in the BC TEP IR (page 69) guidelines for faculty development are outlined in the *Faculty Handbook* and the Academic Affairs website. The BC TEP held weekly faculty meetings for 2012-2013 and a space on the agenda was reserved for faculty to share new technologies or strategies that they were learning. The Findings Report cites that: *there seemed to be some lack of understanding about some forms of professional development, particularly writing for professional journals.* We believe that this is a misunderstanding. At Bridgewater College writing for professional journals does not fall under the category of professional

development, but under the category of scholarship. Most faculty at Bridgewater College therefore would not consider writing for professional journals as professional development, as their promotion and tenure guidelines clearly list this as scholarship.

The Findings Report states that: *more than half of the faculty interviewed discussed the lack of incentives for promotion at the College.* As evidenced by the robust agenda of TEP faculty attendance and presentation at national and local conferences indicated elsewhere in this report, we do not consider the college's promotion policies to hinder continuous learning of the faculty.

Review of Team Findings on Evidence Presented, Standard 3, Weaknesses:

In our response we note that all standards and standard elements in Standard 3: Faculty in Professional Education Program appear to be satisfied in the Findings Report, with the exception of diversity of faculty. The Findings Report clearly states on page 43: *Overall, the faculty evidences strong credentials to support the Bridgewater College Teacher Education Program.* According to the narratives in the Findings Report there were no questions on the faculty credentials, competence, technology expertise, understanding of the Virginia Standards of Learning, knowledge of cultural difference and knowledge of exceptionalities, or professional PreK-12 teaching experiences. There were no questions on the BC TEP faculty's engagement with the professional world of practice, nor in their involvement with professional associations. Further there were no concerns raised in the BC TEP faculty's teaching, development of critical thinking among candidates, understanding of diversity and exceptionalities, and there was strong evidence of continuous evaluation that leads to improved teaching and learning.

The Findings Report cited that the BC TEP faculty workload (policies and assignments) is in line with other departments on campus and across other colleges and universities. Finally, the Findings Report indicates that there are policies in place to encourage and support regular professional development and through such, the BC TEP faculty are actively involved in teaching, professional growth, service, and scholarship. Based upon this evidence provided by the review team, we remain unsure how to respond to the determination of "met minimally with significant weaknesses" for Standard 3.

1. There is no explicit plan for recruiting minority faculty. (See page 40, Standard 3, 3c.)

Although there has been a clear effort by the TEP to recruit minority faculty, an explicit plan had not been developed at the time of the visit.

2. There is no full-time faculty member with expertise and experience in special education. (See page 37, Standard 3, 1e.)

Philosophically we are at a different position than the review team; we do not feel the hiring of a full-time position in this area will garner better results than bringing in PreK-12 practitioners, some with doctorates in this field, to provide essential knowledge in this area.

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.

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.

We concur with the Findings Report that the BC TEP has responsibility and authority in the areas of faculty selection, tenure, promotion, and retention decisions. On the Bridgewater campus the Committee on Promotion and Tenure receives the faculty member's portfolio submission, conducts a blind evaluation of the portfolio and then examines the scores and evidence presented and makes a recommendation to the Vice President and Dean for Academics. All faculty seeking promotion and tenure must solicit letters of support from faculty members outside of his/her department.

Curriculum change within BC TEP courses originates from within the BC TEP then moves to COTE. If approved through COTE, it then moves to the Committee on Education (COE), a committee of faculty members from across campus. If approved by COE the course or curriculum change goes before the Faculty Assembly and all faculty members vote on the change. Budget requests are submitted by the department/ program and approved by the President's cabinet. All BC TEP budgets would be taken to the President's cabinet by the Vice President and Dean of Academics. The Director of the TEP has primary control how funds are spent. The BC TEP budget is reviewed by the entire BC TEP faculty at the start of the school year and visited again in the Spring semester.

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.

The BC TEP long range plan is based on the *Bridgewater College 2020 Strategic Plan*. The BC TEP long-range plan was in two documents, the *Bridgewater College Teacher Education Program Review, February 3, 2013*, and the SWOT Analysis of the BC TEP done by the Director in summer 2013. The goals cited in the Findings Report come from the *Bridgewater College Teacher Education Program Review, February 3, 2013*. The review team deemed this did not meet their criteria of a long-range plan. We disagree.

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 programs.

As stated in the narrative of the Findings Report, a strength of the BC TEP structure is that all committees and the COTE advisory board are made up of BC TEP faculty, Arts and Science faculty, PreK-12 practitioners (teachers and administrators), BC TEP alumni, and BC TEP candidates.

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

As also measured in compliance with SACS policies and practices ensuring nondiscriminatory and guarantee of due process to faculty and candidates are published in the *2012-2013 Bridgewater College Academic Catalog, Faculty Handbook, the Student Handbook*, and on the campus website.

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.

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

The Findings Report of 150 candidates does not reflect the pre-candidates not admitted and undeclared candidates taking the entry level education courses. Of the 1800 students on the Bridgewater College campus, nearly 1 out of 6 are connected in some way to teacher education. The “smallness” of the program is what attracts candidates to Bridgewater College. The Findings Report cites *two issues related to the size of the program should be noted. First, there is presently no full-time faculty member with special education expertise.* While this specific concern has been raised numerous times in this Response Report, we would like to point out that in this standard element, which is about consistent delivery and quality of each program offered, there is criteria as to the qualifications of faculty. Also, as there is no program in Special Education, this concern (Standard 1: Program Design) does not address the standard.

The second concern raised states that the Director of the Teacher Education Program is expected to perform too many roles, which jeopardizes the delivery and quality of the program. As the Director has 9 hours of release for all the administrative roles and 15 hours of teaching responsibility, the review team deemed that the program is running on a part-time administrator. Our response to this finding points to the *Bridgewater College Teacher Education Program Review, February 3, 2013* and the SWOT Analysis done by the director, which points out the potential needs for a staff position that would be responsible for the BC TEP Assessment System and coordinate clinical placements.

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

We would concur with the Findings Report that the budgetary resources for office space, technology, classroom equipment, and office supplies are sufficient for the operation and accountability of the professional education program.

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

We would concur with the Findings Report that financial needs are being adequately met. As indicated in the Findings Report, continued growth will result in an increase in financial needs. Evidence of a process and plan in place for this, consistent with budget structures for Bridgewater College, was given at the site review. Again, in this standard element the review team has chosen to assert: *One immediate need is for faculty with expertise in special education to assist the program in meeting the needs of candidates and to serve as a resource for faculty.* We believe that adequate resources are available to address the need for more instruction in this area.

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.

We concur with the Findings Report that in many instances the BC TEP faculty have taken the lead on campus in providing direction and training for faculty, staff, and students.

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

We concur with the Findings Report that the Teacher Education Program and faculty (full-time and part-time) have adequate office space, computers, and other technology.

Review of Team Findings on Evidence Presented, Standard 4, Weaknesses:

- 1. The program administrator is responsible for too many roles without sufficient administrative release time. The position description for the Director of Teacher Education is quite comprehensive. Many institutions employ a full-time administrator such as a dean to perform these roles. In addition to the roles described in the position description, the program administrator serves in informal roles as assessment coordinator and candidate placement coordinator. A partial solution to this problem might be to hire a data coordinator to coordinate the assessment system and make field placements for candidates within the BC TEP. Also the Director of Teacher Education is the liaison to the Virginia Department of Education, Division of Teacher Education and Licensure, to ensure all BC teacher education programs are in compliance with Virginia Board of Education regulations, policies, and procedures. (See pages 45-46, Standard 4, 2a.)**

The current Director had served as the assessment coordinator prior to taking the role as Director and continued to fulfill that role. For 2012-2013, the 2011-2012 Assessment Report was prepared and presented to the TEP faculty and COTE by Dr. Rebecca Harris.

- 2. There is a need for faculty with expertise in the area of special education to serve the needs of candidates and to serve as a resource for faculty within the program. (See page 46, Standard 4, 2c.)**

This issue has been raised many times throughout the report (this is the tenth instance). Our response has been presented many times. While we recognize the value for our candidates of more content and experience in the area of special education, we respectfully disagree with the conclusion that it is necessary to employ a full-time special educator on our faculty. Philosophically we do not believe that simply creating a faculty position for a person in this area of expertise is the proper fix. Because of the BC TEP and area school collegial collaboration already in place, we believe that assistance from our school Special Education Directors, and curriculum mapping by present faculty can ensure more integrated content. We do not believe that this is a governance or capacity issue.

APPENDIX

Appendix A: BC TEP Assessment System Handout

Bridgewater College Teacher Education Program Assessment System

The BC TEP Assessment System measures across three areas:

Program	Curriculum and Pedagogy	Candidates
<ol style="list-style-type: none"> 1. Unit Resource and Capacity 2. Governance 3. Delivery 	<ol style="list-style-type: none"> 1. Liberal Arts Gen. Ed. Content Major 2. EDUC Courses <ol style="list-style-type: none"> a. Teaching b. Pedagogy c. Field Experiences <ol style="list-style-type: none"> (1) early (2) methods/practicum (3) Student Teaching 	<ol style="list-style-type: none"> 1. Pre-Candidates Candidates <ol style="list-style-type: none"> a. admitted to TEP b. admitted to ST 3. Graduates <ol style="list-style-type: none"> a. recommended for licensure b. alumni <ol style="list-style-type: none"> (1) alumni (2) employer

Assessment System Structures and Timeframes:

Program	Curriculum and Pedagogy	Candidates
<ol style="list-style-type: none"> 1. BC Program Review 5 year cycle 2. S.W.O.T. Analysis annually by TEP Director 3. BC Budget process annually 4. Library resource review annually 5. VP and Dean of Academics annually 	<ol style="list-style-type: none"> 1. Institutional Effectiveness Assessment annually 2. BC Program Review 5 year cycle 3. COTE Review of TEP Program Assessment annually 4. Course evaluations each semester 5. CT evaluations each field experience 6. BC supervisor evaluation each field experience 	<ol style="list-style-type: none"> 1. Admission requirements monitored each semester 2. Course grades monitored each semester 3. Dispositions monitored at admission and each field experience by BC supervisor and CT 4. ST Admission requirements 5. BC supervisor and CT in all field experiences 6. 1 year out administrator survey

Appendix B: BC TEP Assessment System Condition 4 Document

BRIDGEWATER COLLEGE CONDITIONS FOR QUALIFYING, CONDITION 4

Statement describing the ongoing evaluation of program and graduates

BC TEP Assessment System

The BC TEP Assessment System is continuous and systematic. The unit assesses faculty and course through the college-wide course evaluation system administered in each course at the end of each semester. The course evaluation instrument measures curriculum content, pedagogical approaches, faculty preparedness and course rigor and delivery styles. In addition, the BC TEP Director provides each faculty member a summary of their course evaluations compared to the mean of the BC TEP faculty and suggests strength and growth areas. Faculty are invited to be observed by the BC TEP Director each year and are encouraged to also arrange for peer observations by faculty within or outside of the BC TEP. The Director/Chair is evaluated annually by the faculty through the office of the Vice President of Academic Affairs.

Curriculum is reviewed on an annual basis at the end of each year through BC TEP faculty discussion. This review report is then presented to the Committee on Teacher Education for further review and analysis. Curriculum maps across programs are used to show alignment with professional and state standards. In 2012-2013 the unit took on the task of developing curriculum maps in two focus areas: assessment and diversity dispositions.

Program goals are assessed annually through the campus-wide Institutional Assessment System. Each department established Student Learning Objective Outcomes (SLOOs) and then determines the instruments to measure the outcomes. Analysis of the data is placed into the TK20 database system and then reviewed by a member outside of the department.

Candidates are assessed at five of the six program transition points: admission to the TEP, candidacy and admission to field experiences, admission to student teaching, program completion status, and as alumni (by their school administrators.) The assessments are both formally (i.e. standardized VA DOE prescribed assessments, faculty evaluations, field experience forms) and informally (i.e. observation within EDUC courses, dialogue among faculty from the arts and sciences, and course assignments.).

The field experience sequence uses assessment instruments to collect information on candidate performance and skill development. The assessment instruments are developmental and build toward the *Summative Assessment of Student Teaching*. Candidates also fill out evaluations on their clinical experiences and the classroom cooperating teacher.

The entire program conducts a program self-review and submits this to the Vice President of Academic Affairs four years. This is then sent out to a faculty committee that assesses the review report and makes recommendations via the VPAA back to the department.

Appendix C: COTE 22 October 2012 Agenda: Item III Program Assessment Review

Teacher Education Committee (Committee on Teacher Education) Agenda 22 October 2012 Flory 302

I. Curriculum Proposals

- A. Proposal of new course: EDUC 1XX (or another prefix) *Comparative Educational Perspectives: Travel Course*
- B. Proposal of prerequisites added to TEP Curriculum
- C. Proposal for new course: EDUC 5XX / ENG 5XX

II. Policy changes

- A. Student Teaching and Graduation requirement—2nd reading
- B. Out-of-bounds student teaching—2nd reading

III. Program Assessment Review

- A. Liberal Studies
- B. B. Elementary Education (PreK-6)
- C. C. Secondary Education (6-12, PreK-12)

IV. Directions in future of TEP (continued on the horizon)

- A. Redesign of Liberal Studies major
- B. Field Experience expectations/impact on a candidate's program
- C. Redesign of Student Teaching Assessment: Documentation of Student Learning / Teacher Performance Evaluation
- D. National Council for the Accreditation of Teacher Education (NCATE) accreditation process and timeline
- E. Push toward higher achievement in 4 year graduation rates
- F. Articulation agreements with area community college programs

For complete document, please click here: [AppendixD_Agenda22October2012.pdf](#)

Appendix D: Sample Course Syllabus EDUC 412

EDUC 412 Curriculum and Instruction for the Secondary Classroom

Fall 2013

Section: M/W 8:00 – 8:50 T/R 8:00-9:15*

*8 times class meets 8:00-10:30

Location: Flory 301

Credits: 3 semester hours

Instructor: Dr. Mark Hogan

Office: 315 Flory

Office Hours: MWF 9-Noon, T/R 2-4

Phone: 828-5662 (o) 828-4883 (h)

Email: mhogan@bridgewater.edu

Prerequisite: Admission to Teacher Education, EDUC 140, EDUC 200, EDUC 201, EDUC 215, EDUC 302, EDUC 334..

*Co-registration: EDUC 304 02 Field experience IV or EDUC 305 02 Field Experience V**

**requires consistent, structured blocks of time in high school setting. For those in the traditional Secondary Education program this will be within your Student Teaching Cooperating Teacher's classroom, when possible.*

Course Textbooks: (core and content area-required for all students):

1. Lemov, D., Atkins, N. (2010). *Teach like a champion: 49 Techniques that put students on the path to college.* San Francisco: Jossey-Bass.
2. Marzona, R., Pickering, D. (2011). *The highly engaged classroom.* Marzano Research Laboratory: Bloomington, IN.

Required by content area:

Art:

1. Douglas, K., Jaquith, D. (2009). *Engaging learners through artmaking: Choice-based art education in the classroom.* New York: Teachers College Press.
2. Hume, H. (2000). *The art teacher's survival kit for the elementary/middle school art.* San Francisco: Jossey-Bass.
3. Hetland, L., Winner, E., Veenema, S., Sheridan, K. (2013). *Studio thinking 2: The real benefits of visual arts education (2nd edition).* New York: Teacher College Press.

English:

1. D'Amica, J., Gallaway, J. (2009). *Differentiated instruction for the middle school language arts teacher: Activities and strategies for an inclusive classroom.* San Francisco: Jossey-Bass.

- Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann.
- Vogt, M., Eschevarria, J. (2009). *The SIOP Model for teaching English-Language Arts to English learners*. Allyn & Bacon.

Family and Consumer Sciences:

- Chamberlain, V., Cummings, M. (2002). *Creative instructional methods for family and consumer sciences, nutrition and wellness*. Glencoe/McGraw-Hill.

Foreign (World) languages: French

- Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*. Eye on Education.
- Buttner, A. (2007). *Activities, games, assessment strategies, and rubrics: For oral and written communication in the foreign language classroom*. Eye on Education.

History/Political Science:

- Drake, F., Nelson, L. (2008). *Engagement in teaching history: Theory and practice for middle and secondary school teachers, second edition*. Prentice Hall.
- Wilson, W., Papadonis, J. (2006). *Differentiating instruction for social studies: Instructions and activities for the diverse classroom*. Portland, ME: J. Weston Walch.
- Echevarria, J., Vogt, M., Short, D. (2009). *Making content comprehensible for secondary English learners*. Allyn and Bacon.

Mathematics:

- D'Amico, J., Gallaway, K. (2008). *Differentiated instruction for the middle school math teacher*. San Francisco: J. Wiley & Sons, INC.
- Muschla, J., Muschla, R., Muschla, E. (2010). *Math teacher's survival guide: Practical strategies, management techniques, and reproducibles for new and experienced teachers*.
- Echevarria, J., Vogt, M., Short, D. (2009). *The SIOP Model for teaching Mathematics to English learners*. Allyn & Bacon.

Science/Biology:

- D'Amico, J., Gallaway, K. (2010). *Differentiated Instruction for the middle school science teacher*. San Francisco: Jossey-Bass.
- Herr, N. (2008). *The sourcebook for teaching science: Strategies, activities, and instructional resources*. San Francisco: Jossey-Bass.
- Shields, M. (2006). *Biology inquiries: Standards-based labs, assessments, and discussion lesson*. San Francisco: Jossey-Bass.
- Short, D., Vogt, M., Echevarria, J. (2010). *The SIOP model for teaching science to English learners*. Boston: Allyn & Bacon.

Science/Chemistry:

- D'Amico, J., Gallaway, K. (2010). *Differentiated instruction for the middle school science teacher: Activities and strategies for an inclusive classroom*. San Francisco: Jossey-Bass.
- Herr, N., Cunningham, J. (1999). *Hands-on Chemistry activities with real-life applications: Easy-to-use labs and demonstrations for grades 8-12*. San Francisco: Jossey-Bass.
- Herr, N. (2008). *The sourcebook for teaching science: Strategies, activities, and instructional resources*. San Francisco: Jossey-Bass.

Science/Physics:

1. D'Amico, J., Gallaway, K. (2010). *Differentiated Instruction for the middle school science teacher*. San Francisco: Jossey-Bass.
2. Fullerton, D. (2011). *Honors physics essentials: An APlusPhysics guide*. Webster, NY: Silly Beagle Productions.
3. Sang, D. (2011). *Teaching secondary physics*. Hodder Education.

Theater

1. Ames, R. (2005). *A high school theater teacher's survival guide*. New York, NY: Routledge.
2. Patterson, J., McKenna-Cook, D., Swick Ellington, M. (2006). *Theatre in the secondary school classroom: Methods and strategies for the beginning teacher*. Portsmouth, NH: Heinemann

Course Description:

This course is designed to address instructional practice, management, and evaluation appropriate for the secondary classroom. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content area standards of the secondary Virginia Standards of Learning. Strategies for using educational technology, as well as working with ELL students, are included in this course.

This course is taken in the semester immediately prior to student teaching For those candidates student teaching in the fall semester it is taken the fall prior to student teaching.

Education Department Mission Statement

The Bridgewater College Teacher Education Program (BC-TEP) seeks to prepare competent, caring and highly qualified teachers. In support of the Bridgewater College mission, we endeavor to educate students who will be equipped to become leaders, who live ethical, healthy, useful, and fulfilling lives with a strong sense of personal and civic responsibility. We provide a curriculum in which future educators are given opportunities to develop the necessary professional knowledge, skills, and dispositions in content, communication, management, assessment, and pedagogy, each encompassing technology and student diversity. Field experiences allow students to apply reflective practice, analyzing pedagogical theory and strategies. The BC-TEP provides a foundation for learning that instills in our graduates the desire to become lifelong learners and instructional leaders.

Course Objectives

Upon completing this course, the student should understand that:

- Instructional planning is complex (*InTASC 7*)
- Instructional planning assists in classroom management (*InTASC 2,7*)
- Instructional planning is both content and context specific (*InTASC 4,5,7*)
- Assessment informs both the curriculum and instructional planning (*InTASC 6*)

Upon completion of this course the student will know:

- Definitions of curriculum, instruction, and assessment (*InTASC 3,7,8*)

- How to identify efficient and effective instructional practices that lead to student success in knowledge and skill attainment (*InTASC 2,3,7,8*)
- How to communicate (through design) effective lesson plans that can be used for formal and informal instruction, reflective practice, and professional development (*InTASC 1-10*)

Upon completion of this course the student will be able to:

- Design learning environments built upon efficient and effective instructional strategies that lead to integration of scope and sequence of content and integrated curriculum (*InTASC 3,7,8*)
- Design learning environments that differentiate among student needs and standards expectations (*InTASC 2,7,8*)
- Create integrated units of learning (unit plan), including appropriate assessment of that learning (formative, summative, authentic, technologically-mediated), based upon state and content area standards at developmentally appropriate levels for learners in secondary classrooms (*InTASC 1-10*)
- Create new learning units based upon prior knowledge and a portfolio of teaching strategies & learning activities specifically ties to the content area standards for middle and high school learners (*InTASC 2,3,5,7,8*)
- Develop an understanding of communication and inquiry skills necessary to involve parents, agencies, and other school personnel to support students' learning and well-being (*InTASC 10*)

College Honor Code:

Ethics, honor, and integrity are the fundamental principles at the core of the Bridgewater College experience. Our community can only flourish in an environment of trust and respect and these notions of personal honor, integrity, and faith are the fundamentals of the Bridgewater Honor System. The Code of Honor prohibits lying, cheating, and stealing and Bridgewater College's commitment to ethics, integrity, and values is embodied in the Code of Ethics. Violation of these Codes demonstrates harm to the community and an all-student Honor Council administers regulation of this Honor System. It is the goal of our Honor Council to assist in the development of students' ethical and moral base.

2006-2007 Academic Catalog, Bridgewater College

Student participating in EDUC 412 should have read, prior to the second day of class, the Bridgewater College Plagiarism Policy, adopted 23 August 2005. It may be found at <http://bridgewater.edu/WritingCenter/BCplagiarism.htm>

Notification of Student Support Services:

The Academic Support Center, located in Bicknell House, promotes learning skills and personal development through academic counseling, advising, tutoring services, disability services, and a transition program for selected new students. Further information may be found at http://www.bridgewater.edu/departments/academic_support/

Students that have registered 504 plans must schedule a time to meet with the instructor in order to discuss the necessary accommodations.

Link to EDUC 304 Field Experience IV, EDUC 305 Field Experience V:

This course is linked directly to EDUC 304 Field Experience IV or EDUC 305 Field Experience V. EDUC 304 (EDUC 305) has a separate syllabus. EDUC 304 (EDUC 305) is taken simultaneously as EDUC 412 Curriculum and Instruction in Secondary Schools.

The field experience will be conducted during the first time block at an area middle or high school (8:00- 10:30 a.m.) Time frames may be adjusted within this according to the school of placement. NOTE: Any adjustment to the time frame must have approval of the instructor.)

Candidates will complete participate in this “assisting/co-teaching field experience” **at least 10 times during the semester**. Candidates may participate in the placement with additional times, contingent upon their cooperating teachers’ agreement, and as long as it doesn’t compete with other required sections of EDUC 412, or other Bridgewater College courses.

Schedule: (may have to adjust based upon cooperating teacher requests) *The following dates are the times when candidates report to the field experience classroom at first class of each day and remain for the entire block, or first two periods, depending upon the schools’ schedule.*

<u>Time</u>	<u>Date</u>
1. 8:00 a.m. -10:30 a.m.	Tuesday, September 17
2. 8:00 a.m. -10:30 a.m.	Tuesday, September 24
3. 8:00 a.m. – 10:30 a.m.	Thursday, September 26
4. 8:00 a.m. – 10:30 a.m.	Thursday, October 3
5. 8:00 a.m. – 10:30 a.m.	Wednesday, October 16
6. 8:00 a.m. – 10:30 a.m.	Thursday, October 24
7. 8:00 a.m. – 10:30 a.m.	Monday, October 28 (RCPS workday)
8. 8:00 a.m. – 10:30 a.m.	Tuesday, October 29
9. 8:00 a.m. – 10:30 a.m.	Thursday, November 14
10. 8:00 a.m. – 10:30 a.m.	Thursday, November 21

NOTE: ANY deviation from the above schedule of days must be cleared with the instructor of EDUC 412 prior to the change.

Course Assessment

1. Attendance and participation 10%
2. Lesson Plans 30%
3. Unit Plan 20%
4. Professional Development/ Technology 15%
 - a. Reflection on preparedness to teach (Setting goals)
 - b. Learning game/simulation
 - c. Technology-enhanced learning activity
5. Portfolio of Strategies/Practices/Activities/Current Trends & Research 20%

6. Final Exam 5%

Course Requirements

1. Attendance and Participation (10 pts.) 10% of final grade

You are expected to attend each class session and actively participate in each class session. It is your responsibility to notify the instructor prior to class of any intended absence by phone (not email).

Each class is integral to learning instructional strategies and skills, therefore non-attendance, or lack of participation, is a reflection on your professional disposition and attitude.

5 pts. given week 1-midterm, 5 pts. given midterm-final

[5 points—full attendance, active engagement each class session, takes initiation for self-learning, reads and applies text and resource material to instructional/professional improvement]

2. Lesson plans (5 pts. Each X 6=30 pts.) 30% of your final grade

You will construct six lesson plans during the timeframe of this course. Each lesson plan will concentrate on different elements of lesson planning, as we learn them in class.

NOTE: Each content area will adjust their lesson plans according to the Content Area Addendum Syllabus. Each lesson plan is designed to address guidelines and standards from the content area professional association. All lesson plans must show the Virginia Standards of Learning, the Common Core Standards that apply, and the national standards of the professional association of the discipline/content.

- a. Lesson Plan #1 -- linking learning to standards and writing objectives AND active student engagement (including showing levels of questions)

Due: 9/18/2013

- b. Lesson Plan #2 -- above, AND evidence of formative assessment and rubric

Due : 9/30/2013

- c. Lesson Plan #3 -- all of the above, plus prior knowledge assessment and assignment with rubric

Due: 10/11/2013 5:00 p.m.

- d. Lesson Plan #4 -- all of the above, (remove assignment with rubric) include interactive technology piece for students

Due: 10/25/2013 5:00 p.m.

- e. Lesson Plan #5 – a PBL lesson design with formative and summative assessment which includes some form or game or simulation

Due: 11/8/2013 5:00 p.m.

- f. Lesson Plan #6 –all parts found in a-d above AND showing differentiation and accommodation for students in your classroom
Due: 11/21//2013 5:00 p.m.

3. Unit Plan (20 pts.) 20% of your final grade
DUE: Part 1 , Part 2 , Part 3

You will develop a 5 lesson unit on a topic of your choice, consistent with the curriculum and developmental appropriateness of the learners in grades 6-12. These are not the same lessons as the six lesson plans described above, but are unique to the unit of study that you are designing.

This unit must contain (1) unit goals, (2) assessment plan, (3) five individual lesson plans (demonstrating differentiation and accommodation, as well as development of critical thinking), (4) a formative and summative assessment, and (5) summative analysis of relationship of learning to professional standards and individual goals.

This assignment is assessed three times during the semester.

Date Assessed	Focus of Assessment
9/30/2013	Goals, standards, overview
10/25/2013	Above plus assessment plan, 2-3 lessons
11/22T/2013	Above plus final lesson plans, formative/summative assessment

4. Professional Growth/Technology/Learning Outside the Classroom assignments
15% of final grade

- a. Written reflection on preparedness to teach (5 pts) 5%
DUE: 9.5.2013

You are licensed to teach either grades 6-12 or PK-12. You are certified in a specific content area, i.e. English, Spanish, Biology, History and Political Science. Each content area has state and professional association standards.

For this assignment you will take each of the state standards for licensure, and the professional association standards, and write a reflective essay. (See instructions on Moodle page: EDUC 412: document—“Preparedness to Teach Narrative.”)

- b. Design a learning game using pre-existing game templates (5 pts.) 5%
DUE: 10/2302013

All learning should be fun, but sometimes we have to go the extra mile as a teacher. For this assignment you will create a learning game using pre-existing game templates gained

from websites. You may choose the grade level and subject area addressed at that grade level. The learning game must be interactive, demonstrate differentiation, and provide you with an assessment of student knowledge. Indicate with the game what content, SOL, and professional association standards you are attempting to meet through the learning/playing of this game.

- c. Technology-enhanced out-of-class learning activity (5 pts.) 5%
Due: 11/20/2013

Today's student is more "wired," more "connected," than any other generation.

Therefore learning must change in its delivery. For this assignment you will choose content that students must learn (either from the standards expected of them, or in the basic knowledge you have determines via your knowledge of your content. You should design the learning activities around the way that the learning can be enhanced through the use of technology, i.e. web-blogs, websites,

digital research and storytelling, etc. You may not use Web Quests for this assignment, as we have already used them for a lesson plan in the past.

4. Portfolio of Strategies/Practices/Activities/Current Trends & Research
(20 pts.) 20% of your final grade

DUE: 1st check—week of 10/7, 2nd check—week of,11/11/2013

3rd check—week of 12/2/2013

You will be collecting (flash drive, google docs, or other storage strategy) a portfolio of instructional strategies/practices specific to your content area standards (i.e. NCTE, NSTA (Biology), NCSS, ACTFL, NCTM, etc.). Included on this flash drive are activities you would use in your classroom, articles or websites on current trends and research in your field of study. The structure of folders will be presented the first day of class. **You are to arrange two individual conferences (approx. 25 minutes in length) for your midterm [week of 10.23.2012] and your final exams [week of 12.3.2012] with the instructor to review the contents of your portfolio.**

Course Grades	B- 80-81%
A 94-100%	C+ 77-79%
A- 90-93%	C 70-76%
B+ 87-89%	D 60-69%
B 82-86%	F 0-59%

EDUC 412 Curriculum and Instruction for Secondary Schools

SCHEDULE Fall 2013—to be adapted based upon the needs of candidates

Pre-Fall Break

Week Date	Focus/Topic	Assignment Due	EDUC 304/305 Field Placement
1 9//3 9/4 9/5	Review of Lesson Design Course Introduction Review of lesson planning (Gagne and Hunter) BC Lesson Plan Design Standards/Professional Associations Practice teaching—5 minute teaching “Getting to the heart of learning”	READ: CI: 1-3 TC: 1 DUE: 9/15/2013 Preparedness Essay	
2 9/9 9/10/ 9/11 9/12	Planning Instruction Practice teaching—5 minute teaching “Getting to the heart of learning” Taba questioning strategies Review of Styles of learning Adjusting learning within context Understanding & engaging adolescents Meaningful learning Data-driven learning environments Teacher Directed Learning	READ: CI: 4-7 TC: 2-5 DUE:9/9 SMART Activity Pre-assessment- Lesson Plan	9/11 4:30p.m.-5:30 p.m. Cooperating Teacher Reception
3 9/16 9/17 9/18 9/19	Assessment: Questioning and Formative Formative assessment Engaging discussion Building on student centered learning Authentic/Formative assessment	READ: CI:8-10 TC:6-8 DUE: 9/18 Lesson Plan #1	9/17 OUT IN SCHOOLS

4	Assessment: Summative	READ:	
9/23	Alternative forms of summative assessment	TC: 9	9/24 OUT IN SCHOOLS
9/24	Standard forms of summative assessment		9/26
9/25	Writing “good” assessment questions	DUE: 9/26	OUT IN SCHOOLS
9/26	Assessment of critical thinking	Lesson Plan #2	
	Summative assessment analysis		
5	Rubric designs	READ:	
9/30	Guiding learning through rubric design	TC: 10-12	
10/1	Assessing written work	DUE: 9/30	
10/2	Using MS Word to design rubrics	Unit goals, overview	
10/3	Rubrics that measure content knowledge		10/3 OUT IN SCHOOLS
	Critical thinking and rubrics		
6	Technologically Enhanced Learning	READ: Articles on moodle	
10/7	SMART Board teaching	DUE: 10/8	
10/8	Using Web blogs to teach	Lesson Plan #3	
10/9/	Designing Classroom web pages	DUE: meeting with Dr. Hogan on Portfolio	
10/10	Linking to knowledge beyond the text		
7	Putting it into practice	DUE: 10/17	10/14 Fall Break
10/14	Fall Break	Lesson Plan #4	10/15 Fall Break
10/15	Fall Break		10/16 OUT IN SCHOOLS
10/16	Out in Schools		10/17 OUT N SCHOOLS
10/17	Out in Schools		

EDUC 412 Curriculum and Instruction for Secondary Schools

SCHEDULE FALL 2013—to be adapted based upon the needs of candidates

Post-Midterm

Week	Focus/Topic	Assignment	EDUC 304/305
Date		Due	Field Placement
8	Games/Simulations; Critical Thinking	READ: Moodle Articles	
10/21	What is critical thinking?	DUE: 10/23	
10/22	Critical thinking outside the usual assessment	Unit Part 2	10/24 OUT IN SCHOOLS
10/23	Review of games/simulations		
10/24	Using Game Theory to enhance learning		
	Enhancing critical thinking in adolescents		
	Review: Adolescent development		
9	Critical Thinking and PBL	READ: Moodle articles	
10/28	Demonstration of learning activities	DUE: 10/230	10/28 OUT IN SCHOOLS
10/29	What is Problem Based Learning?	Learning Game	10/29 OUT IN SCHOOLS
10/30	Developing CT around learning themes		
10/31	Authentic Assessment of knowledge		
	PBL and interdisciplinary learning		
10	Differentiation/Accommodation	READ: Moodle articles and Differentiation texts	
11/4	Content Enhancement Strategies	DUE: 11/4	
11/5	Learning differences	Lesson Plan #5	
11/6	Student centered learning		
11/7	Engagement/Accommodation/Differentiation		
	SIOP Lessons/Language Diversity/Language Objectives		
11	Differentiation/Accommodation	READ: Differentiation Texts	
11/11	Integration of Inquiry for differentiation within lessons—teaching all students	DUE: 11/11 week	11/14 OUT IN

11/12		Meeting with Dr. Hogan on Portfolio	SCHOOLS
11/13			
11/14			
12	Teaching to today's students' needs	READ: Moodle Articles	
11/18	Practice teaching—engaging adolescents	DUE: 11/18	
11/19	Review of management/engagement	Lesson Plan #6	
11/20	Relevancy packed learning	11/20	11/21 OUT IN SCHOOLS
11/21	Authentic learning revisited	Technology-enhanced out of class	
13		READ: Moodle Articles and Differentiation texts	
11/25	Grading and setting standards		
11/26	Setting grades	DUE: 11/25	
11/27	Standards that link to learning/knowledge	Unit Part 3	
11/28			
14	Strategies and Techniques that Work		
11.27	Review of data-driven decision making		
11.29	Framing differentiation of instruction		
FINAL	Oral Final Exam—schedule 30 minutes		
12/2	NO CLASS MEETINGS—INDIVIDUAL ORAL EXAM	DUE: Meeting with Dr. Hogan on final Portfolio (at the interview/oral final)	
12/3			
12/4			
12/5			