

Virginia Board of Education Agenda Item



Agenda Item: C

Date: November 20, 2014

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

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

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

Date: October 23, 2014

Action: First Review

Action Requested:

Final review: Action requested at this meeting.

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

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

Background Information and Statutory Authority:

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

Regulations Governing the Review and Approval of Education Programs in Virginia

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's *Definitions for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by 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.

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

Approved Program Teaching Endorsement Areas
Career and Technical Education: Agricultural Education
Career and Technical Education: Business and Information Technology
Computer Science*
Elementary Education PreK-6
English
Foreign Language PreK-12: Russian*
Foreign Language PreK-12: Spanish
Health and Physical Education PreK-12
History and Social Sciences
Journalism (Add-on endorsement)
Mathematics: Algebra I (Add-on endorsement)
Mathematics
Science: Biology
Science: Chemistry
Theatre Arts PreK-12
Visual Arts PreK-12

**Denotes endorsement areas with no enrolled students since 2009*

Summary of Important Issues:

Ferrum College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 6-9, 2014. Attached are Appendix B - *Professional Education Program Review Team Report of Findings*; Appendix C - *August 22, 2014, Letter to Dr. Jennifer L. Braaten, President, Ferrum College*; Appendix D - *Ferrum College’s Response to the Professional Education Program Review Team Report of Findings*; and Appendix E - *Letter from Dr. Mary Ann Norman, dated October 7, 2014, in Response to ABTEL’s Request to Submit a Plan to Address Weaknesses*.

The overall recommendation of the on-site review team was that the professional education program be “Accredited.” The team made this recommendation based on the information available in the 2013 *Institutional Report* and the evidence available during the April 6-9, 2014, on-site visit.

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
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met

The following strengths and weaknesses were noted in Standards 1, 2, 3, and 4:

...II. Findings for Each Standard

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

Strengths:

1. A major strength of the Ferrum College Teacher Education Program is the infusion of field work in all of the professional studies courses. Candidates are placed into real-life classroom settings and work with mentor teachers beginning in the introduction to teaching course. These multiple internship opportunities benefit candidates through all phases of the program. The hours spent in various classroom settings provide the candidates with many opportunities to observe, assist, and practice teaching in a risk-free environment. In addition, the well-designed task sheets provide a systematic way for students to focus on learning and reflection during the internship experiences. Variety and diversity were evident in internships and student teaching placements; all students have a classroom experience with children with disabilities in addition to assignments in their program endorsement areas across multiple grades.
2. The computer lab practice sessions provide support to students preparing for required entry and exit licensure assessments. Students have opportunities to work in small groups to focus on targeted areas that require improvement.
3. The Clinical Cycles are a novel way to engage students early in the learning process on how to collect and use data to make informed teaching decisions.
4. The mission, conceptual framework, and goals of the program are well-defined, and infused throughout the entire program. Faculty, students, and school partners are fully familiar with the framework and goals of the program as evidenced during interviews with on-site review team members.

Weakness:

The Elementary Education PreK-6 program lacks mathematics and science methods courses. In addition, science laboratory equipment and mathematics manipulatives were limited, and there was no space for students to conduct experiments. While on-site team members recognize that the strategic plan addresses the weakness in the area of mathematics methods course offering, the team is concerned that without additional faculty support the strategic plan will not be implemented.

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....

Strength:

The integration of technology in the delivery of instruction was strongly evident during school visits as well as interviews conducted by the on-site review team. Candidates were empowered to use technology to support and enhance instruction.

Weakness:

No common data-sharing mechanism is available that allows faculty in other programs to access the data. The assessment system is managed totally by the Director of Teacher Education. The Director of Teacher Education collects data from different sources, enters the candidate data in a spreadsheet, aggregates the data, and shares the data with program faculty and college administration to discuss program improvement.

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. College faculty value candidates' learning experiences and are willing to adjust their teaching and learning strategies, when appropriate, to enhance the candidates' success as future educators.
2. College faculty and administrators are committed to the Ferrum College Teacher Education Program as evidenced by interviews with the president, faculty, administrators, and school division personnel.

Weakness:

No accessible formal College Action Plan was found that includes clinical faculty, cooperating teachers, and supervising teachers in the overall management process.

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

Weaknesses:

1. The review team questions whether the number of faculty and support staff in the Teacher Education Program is sufficient to continuously support the consistent delivery and quality of each program offered. However, the team noted that Ferrum College faculty from other departments such as Chemistry, Health and Psychology (see Standard One, 1.7) provide support to the FCTEP by actively participating in curriculum development and revision for ongoing program improvement. (The Teacher Education Program at Ferrum College is approved to offer 16 educator preparation endorsement area programs that are supported by one full-time faculty member and one half-time faculty member for teaching who also serves as the Director of Teacher Education (i.e., has six credits of release time to serve as director). The program hires one adjunct (who also has taught introductory coursework for the program) to supervise student teachers. One clerical staff academic secretary supports other programs as well as the Teacher Education Program.)
2. The position description for the director is quite comprehensive for a half-time administrator.

Specific details for each standard are identified in the *Report of Findings* (Refer to Appendix B).

At the September 15, 2014, meeting, the Advisory Board on Teacher Education and Licensure discussed the *Professional Education Program Review Team Report of Findings* (Refer to Appendix B) and *Ferrum College's Response to the Professional Education Program Review Team Report of Findings* (Refer to Appendix D). Dr. Mary Ann Norman, director of teacher education, and Dr. Kevin Reilly, dean, College of Social Sciences and Professional Studies, at Ferrum College were available at the meeting to respond to questions from Advisory Board members. The Advisory Board on Teacher Education and Licensure approved a motion to recommend to the Board of Education that the Ferrum College professional education program be "accredited," noting that Ferrum College must provide a plan to address the weaknesses identified by the on-site review team. Attached in Appendix E is the plan submitted by Ferrum College in response to the Advisory Board's request.

Dr. Mary Ann Norman and Dr. Kevin Reilly attended the October 23, 2014, Board of Education meeting and responded to questions from Board members. Attached in Appendix F is a letter with enclosures to Board of Education members dated November 4, 2014, from Dr. Jennifer L. Braaten, president of Ferrum College.

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:

The institution will be notified in writing of the action by the Board of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation that the professional education program at Ferrum College be accredited.

Rationale for Action:

The on-site review team recommended that the professional education program at Ferrum College be accredited, and the Advisory Board on Teacher Education and Licensure supported the recommendation. Ferrum College has expressed a commitment to remediating the weaknesses outlined in the report.

Appendices

Appendix A

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

(Revised May 19, 2011)

Background Information:

In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

Section 207 of Title II reporting requirements mandates that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. The following statement is an excerpt from the Title II “Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation,” April 19, 2000:

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

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

Title II HEA, was reauthorized on August 14, 2008. Section 205 of Title II of the Higher Education Opportunity Act (HEOA) mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress.

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

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

Options for Accreditation

The three options for accreditation are as follows:

- Option I: National Council for the Accreditation of Teacher Education (NCATE)
- Option II: Teacher Education Accreditation Council (TEAC)
- Option III: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

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

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

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

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

Option II: Teacher Education Accreditation Council:

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

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

- Accredited
- Accredited with Stipulations
- Accreditation Denied

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

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

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

- NCATE: Accreditation for two years with a focused visit; or
Accreditation for two years with a full visit
- TEAC: Accreditation (two years)
Initial Accreditation (two years)
- BOE: Accredited with Stipulations

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

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

- NCATE: Accreditation for seven years
- TEAC: Accreditation (ten or five years)³
- BOE: Accredited

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

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

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:

Ferrum College
Ferrum, Virginia
April 6-9, 2014

Members of the Review Team:

Dr. C. Stephen White, Chair
Dr. Connie Ballard
Dr. Karen Parker
Dr. Peggy Schimmoeller

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Ferrum College

Standards		Team Findings:
Overall Recommendation:		
A. Standard 1	Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met
B. Standard 2	Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC20-542-70 through 8VAC20-542-600.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met
C. Standard 3	Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met
D. Standard 4	Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met

Overall Recommendation: *Accredited.* The professional education program meets standards outlined in 8VAC20-542-60.

I. Introduction:

Institutional Description

Overview

Ferrum College is a four-year primarily residential liberal arts institution related to the United Methodist Church. The mission of the college is “to educate students in the disciplines of higher learning and to help them be thoughtful and perceptive, to be articulate and professionally capable, and to be caring and concerned citizens of their community, nation, and world.” The college commits to “developing the whole student, both in openness to a wide range of intellectual discovery, and in the physical, spiritual, and social aspects of life.

Our campus environment supports service to others and the development of a personal code of values. Toward these ends, we expect all members of the campus community to treat each other with compassion, to respect each other's diverse qualities and backgrounds, and to support each other in the common pursuit of insight and discovery. In all these endeavors, we encourage students, faculty, and staff to appreciate excellence and to dedicate themselves to achieving it.” [Source: http://www.ferrum.edu/academics/catalog/2010-11/an_introduction_to_ferrum_college.html]

The Ferrum College Teacher Education Program *Institutional Report* states, in part, the following:

...Ferrum offers 33 areas of study ranging from agriculture business to teacher education, campus-wide wireless Internet, small class sizes, and a dedicated faculty. The 1,500 men and women who attend Ferrum come from 25 states and a dozen countries, and 80-plus percent live on Ferrum's 700-acre campus.

Ferrum College's Web site describes the “setting” of the institution. Ferrum is located just 35 miles southwest of Roanoke, Virginia. Rocky Mount, the county seat and the center of commercial activity for Franklin County, is about 10 miles from the college. Set in the heart of the Blue Ridge Mountains of southwest Virginia, Ferrum College provides the ideal environment for study and cultural enrichment. The college mainly serves the Franklin County school division.

Teacher Education at Ferrum College

The Ferrum College Teacher Education Program (FCTEP) vision statement is as follows:

The Ferrum College Teacher Education Program prepares caring and competent candidates as decision makers for the diverse contexts of 21st century classrooms, schools, and communities. Building upon a solid liberal arts foundation, the program assists candidates in developing the knowledge, skills and dispositions necessary to become effective and caring teachers in an ever-changing society.

The program succeeds through cooperation between the liberal arts and teacher education faculty who work together to ensure that candidates are firmly grounded in their content areas and fully

prepared to teach a diverse population of students. Liberal arts faculty members participate in the FCTEP in a variety of ways. Faculty serve on presentation review teams and interview teams, serve as advisors to secondary and All-Level education minors, attend information sessions about the program, and demonstrate relevant teaching strategies in their field.

The baccalaureate degree program includes the Ferrum College Teacher Education Program (FCTEP), also referred to as The Profession of Teaching, typically requires six semesters to complete. Assignments in the program are designed to challenge candidates to systematically build skills, acquire dispositions, and develop knowledge critical to becoming a professional teacher. The curriculum is spiral in nature with 10 program strands (Professional Knowledge Base, Developmental Frame of Reference, Understanding of Diversity, Development of Judgment/Problem Solving Dispositions, Development and Implementation of Personal Philosophy of Education, Communication, Questioning, Management Skills, Team Building and Collaboration; and Leadership), along with state requirements that are interwoven throughout the entire program. The program features a strong experience base that includes completion of classroom internships (a total of 40 clock hours) in the public schools in all teacher education classes prior to student teaching. (Internships are a hallmark of the FCTEP. As part of each education course, students work in classrooms under the guidance of cooperating teachers. The internship experiences begin in the sophomore year with the first teacher education course. These early experiences give students ample time to prepare themselves for a career in teaching.) The FCTEP emphasizes active learning in which candidates apply what they have learned as they facilitate activities in public school classrooms.

The approved program endorsement teaching areas offered integrate the liberal arts through the general education requirements, the discipline-specific courses, and the professional education courses for program endorsement areas. Advising Elementary Education PreK-6 candidates is the responsibility of the education faculty members. Faculty in the content area disciplines serve as advisors for candidates pursuing licensure in secondary education (grades 6-12), including middle education (grades 6-8), and grades kindergarten through 12 programs (All-Levels).

The Ferrum College Teacher Education Program is housed in the College of Social Sciences and Professional Studies and is served by a full-time faculty member and one half-time faculty for teaching. The half-time faculty member also serves as the Director of Teacher Education. Both faculty members have terminal degrees in different areas of specialization. Ferrum College also hires an adjunct professor, as needed, to support the faculty, often for the supervision of student teachers. Four clinical faculty teachers employed by area school divisions are paid a stipend by Ferrum College to support teacher education candidates during field experiences. Supervising teachers mentor student teaching experiences. In 2013-2014 one adjunct faculty member assisted with course delivery and supervision of student teaching. Also, one additional Ferrum College faculty member taught SPD 220: Survey of Exceptional and Special Education.

Class sizes are typically less than 10 candidates due to the small size of the overall program.

All teacher education program endorsements are offered at the baccalaureate level. Ferrum College does not offer graduate-level coursework. No off-site programs or distance learning programs are offered.

Ferrum College currently offers the following Board of Education approved teaching endorsement programs at the undergraduate level:

Approved Program Teaching Endorsement Areas
Career and Technical Education: Agricultural Education
Career and Technical Education: Business and Information Technology
Computer Science*
Elementary Education PreK-6
English
Foreign Language PreK-12: Russian*
Foreign Language PreK-12: Spanish
Health and Physical Education PreK-12
History and Social Sciences
Journalism (Add-on endorsement)
Mathematics: Algebra I (Add-on endorsement)
Mathematics
Science: Biology
Science: Chemistry
Theatre Arts PreK-12
Visual Arts PreK-12

**Denotes endorsement areas with no enrolled students since 2009*

For the 2013-2014 academic year, 24 candidates were enrolled in the Ferrum College Teacher Education Program. The approved program teaching endorsement areas in which they were enrolled are as follows:

Program	Total Number of Candidates Enrolled for 2013-2014
Elementary Education PreK-6	13
Health and Physical Education PreK-12	4
Foreign Language: Spanish	1
Theatre Arts PreK-12	1
History and Social Sciences	2
Mathematics	1
English	1
Science: Biology	1
Total	24

II. Findings for Each Standard:

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

STANDARD 1

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

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

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

The mission statement, philosophy, and goals of the Ferrum College Teacher Education Program (FCTEP) were reviewed and reaffirmed by the School of Social Sciences and Professional Studies faculty on September 27, 2013. The conceptual framework also was approved.

The following FCTEP mission statement is published on the Ferrum College Web site under Teacher Education. The *Student Handbook* includes details on how the conceptual framework applies to the candidates' programs of study in both the coursework and in field placements.

Mission of the Ferrum College Teacher Education Program

The mission statement of the Ferrum College Education Program states as follows:

The mission of the Ferrum College Teacher Education Program is to develop caring, life long reflective learners who are committed to teaching using current research about: (1) critical thinking; (2) differentiation; (3) diversity; (4) pedagogy and best practices; (5) standards based curriculum, and (6) varied assessments.

Conceptual Framework

The conceptual framework for the Ferrum College Teacher Education Program states, the following:

Professional educators possess content, pedagogical, and professional knowledge, skills, and dispositions necessary to meet the needs of 21st century learners. This knowledge base develops as students in the Teacher Education program progress through their study. Upon completion of student teaching, candidates are prepared to apply their knowledge to impact student learning through: the application of learning experiences in response to the

needs of students in the 21st century; the development of collaborative partnerships with colleagues, families, and the community to support student growth and improvement; as well as begin to assume leadership roles to promote public education for those they will serve.

The conceptual framework is organized around 10 strands that are interwoven throughout each Teacher Education course.

The 10 strands are as follows:

1. Professional Knowledge Base;
2. Developmental Frame of Reference;
3. Understanding of Diversity;
4. Development of Judgment/Problem Solving Dispositions;
5. Development and Implementation of Personal Philosophy of Education;
6. Communication;
7. Questioning;
8. Management Skills;
9. Team Building and Collaboration; and
10. Leadership.

Philosophy

The philosophy of the Ferrum College Teacher Education Program is stated as follows:

The Ferrum College Teacher Education Program prepares students to become leaders as teachers in today's classrooms. The program challenges students to think about curriculum issues, classroom management approaches, and alternatives to traditional assessments. Students are asked to create a stance and reflect on current educational policy. Students make data-driven decisions about their instructional approaches, consider ways to effectively involve all learners, and develop a philosophical stance about education. The development of a personal philosophy is consistently examined and refined within each class in the Teacher Education Program. (page 5, *Institutional Report*)

Purpose

The purpose of the Ferrum College Teacher Education Program is expressed, in part, as follows:

...The Ferrum College Teacher Education Program promotes students who believe all students can learn. Students are expected to become skilled in methods to differentiate instruction for each student in today's diverse classrooms by developing strategies that are research based. Graduates are

expected to work collaboratively with colleagues, school administrators and parents in order to best serve their community. The Ferrum College Teacher Education Program produces educational leaders....

Goals/Program Assumptions

The goals and program assumptions of the Ferrum College Teacher Education Program state, in part, the following:

...Based on current pedagogy steeped in research based concepts for effective teachers, the Teacher Education program believes that candidates who intend to become licensed teachers must:

- Embrace a developmental perspective about the learners they serve through exposure to their own learning with reflection;
- Develop critical thinking skills through the use of questioning and problem based application of professional knowledge;
- Construct new learning by creating an open mind toward changing their thinking and behavior, including dispositions when presented with new information;
- Hold high expectations for themselves as learners in order to develop the necessary mindset for holding their own students to high expectations; and
- Determine how to make connections from course to course through the concept of prior knowledge and brain based learning.

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

The specific skills necessary for entry-level competence are represented by the Ferrum College Teacher Education Performance Standards that are modeled after the Board of Education's *Uniform Performance Standards for Teachers*.

The Ferrum College Teacher Education Program has developed a Curriculum Map (revised August 27, 2009). This document aligns the program outcome statements, the conceptual framework, and the mission and goals of the institution overall. The content and skills are leveled into three areas: introduces, practices, and masters. Most program outcomes require the demonstration of the skill in each of the 10 strands (professional knowledge base, developmental frame of reference, understanding of diversity, development of judgment/problem solving disposition, development and implementation of personal philosophy of education,

communication, questioning, management skills, team building and collaboration, and leadership) (*Student Handbook*, 2013-2014, page 4).

Program endorsement area matrices (i.e., 16 program matrices plus professional studies matrices, including course syllabi) were available for review by the on-site team in the evidence room at Ferrum College. Each endorsement area file included: Virginia Department of Education Program Matrices and current course syllabi (2013) for each course listed on the matrix. The courses included in the matrices were comprehensive and aligned to the program standards. Professional coursework and content coursework in each area were listed and complete. The matrices were approved by the Board of Education in January 2010.

The review of the matrices and college catalog reflected alignment of Ferrum College's coursework with program endorsement competencies and licensure requirements. The program incorporates Bloom's Taxonomy to promote higher level thinking processes. In addition, when interviewed, faculty representing the arts and sciences were familiar with the matrices and were able to discuss the review process. Arts and sciences faculty confirmed that faculty in the FCTEP shared the matrices for their content areas and reviewed how the matrices were to be completed. The faculty interviewed stated that they believed the students were well prepared to teach in their chosen content area if they successfully completed the coursework listed in the matrices up to the grade expectations of the FCTEP (i.e., overall GPA 2.5; GPA in major 2.8).

Students enrolled in the FCTEP typically begin their course of study during the sophomore year beginning with EDU 202: Issues in Education through Technology, an introductory course required the first semester of the sophomore year for elementary, secondary, and All-Level (PreK-12) candidates. Second semester candidates take EDU 302: Foundations of Education. Elementary education candidates take PSY 211: Human Growth and Development - Child and Adolescent and PSY 291: Practicum and Child Development Lab as prerequisite courses. Secondary and All-Level candidates take PSY 211 as a prerequisite course.

During the junior year all candidates take EDU 220: Survey of Exceptional and Special Education. [This course is taught by Ms. Nancy Beach, director of academic accessibility services and assistant professor of education.] During the fourth semester (typically the spring of the junior year) candidates in the elementary education program candidates take EDU 310: Developmental and Diagnostic Reading and EDU 311: The Language Arts. Secondary and All-Level (PreK-12) candidates take EDU 312: Content Reading Literacy. Secondary Mathematics majors are required to take an additional course, EDU 320: Differentiated Instruction in Mathematics for the Elementary/Middle School Classroom, as well as EDU 355: Curriculum, Instruction and Assessment Strategies and EDU 357: Classroom Management and Differentiated Instructional Strategies during the fifth semester. A middle school course, EDU 330: The Middle School, is recommended for all candidates, but is not required.

During the fifth semester secondary candidates take EDU 355: Secondary and Middle School Curriculum, Instruction and Assessment Strategies, and EDU 357: Secondary and Middle School Curriculum, Instruction and Assessment Strategies. Elementary candidates take EDU 352: Classroom Management and Differentiated Instructional Strategies and EDU 353: Elementary/ Middle School Curriculum, Instruction and Assessment Strategies. All-Level (PreK-12) candidates take EDU 358: All-Level (PreK-12) Curriculum, Instruction and Assessment Strategies and EDU 360: All-Level (PreK-12) Classroom Management and Differentiated Instructional Strategies. All candidates must pass the designated Praxis II assessment. The student teaching and synthesis of student teaching (reflective seminar) is completed in the sixth semester (typically during spring of the senior year). (*Student Handbook*, page 11).

No mathematics or science methods courses were offered for elementary candidates during the 2013-2014 academic year. However, courses in these areas are included in the Strategic Plan for Teacher Education Program Spring 2013 Report. Also, the Chair of the Curriculum Committee confirmed for the on-site review team that MTH 320: Concepts in Liberal Arts Mathematics has been replaced by EDU 320: Differentiated Instruction in Mathematics for the Elementary/Middle School Classroom.

While on-site team members recognize that the strategic plan addresses the weakness in the area of mathematics methods course offering, the team is concerned that without additional faculty support the strategic plan will not be implemented.

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

The Ferrum College Teacher Education Program is based on the principles emphasizing the importance of academics, challenges, diversity, dedication, and professionalism. Candidate work displayed in hallways and found in files in the exhibit room demonstrates the program's focus on constructivism.

Faculty expressed that they are dedicated to a rigorous program that prepares candidates to be successful when they enter the classroom. This is evidenced in the number of internship hours that are integrated into the program (e.g., 200 internship hours are typically completed prior to student teaching). Faculty model appropriate and differentiated classroom instruction and emphasize the need for learner engagement through their modeling such teaching in their own classes. These skills were observed by on-site review team members in the EDU 302: The Profession of Teaching - Foundations class. The use of active learning in teaching is documented in lesson plan samples examined by on-site review team members. Also, each course is aligned with the artifact that supports this claim. (*Institutional Report*, pages 6 and 7).

Opportunities for reflection are integrated into the FCTEP in multiple classes and learning opportunities, including the culminating class for student teaching. Classroom practices incorporate the principles outlined in the departmental and program theoretical base. Observations of student teachers in area classrooms by on-site review team members provided evidence of the use of best practice skills. Candidates' work evidenced that the Virginia *Standards of Learning* (SOL) are incorporated in the knowledge base. Course syllabi and interviews supported this finding.

Sample lesson plans, as well as the plans of a student teacher assigned to a local high school, were reviewed by on-site team members. Lesson and unit plans are correlated to the SOL. Virginia Department of Education videos and other online materials correlated with the SOL are incorporated into instruction. During observation of on-campus classes (i.e., EDU 302: Foundations of Education and the student teaching seminar) by on-site review team members, candidates were able to connect what they were reading to practices in the schools.

On-site team members reviewed sample lesson plans included in the evidence files as well as PowerPoint presentations of the Clinical Cycle reflections. Based on classroom observations, it was apparent to team members that candidates are very well-prepared to enter the classroom and manage the environment and reflect on teaching and management practices. For example, one student teacher who had full responsibility for an adaptive physical education class was observed at an area elementary school. The student teacher was fully engaged with the students and maintained good classroom management.

Consistent with the documents reviewed, including the approved program matrices and course syllabi, there was sufficient evidence to indicate that the design of the Ferrum College Teacher Education Program is aligned with the Virginia *Standards of Learning* and reflects current best practices. Candidates include SOL in all lesson plans and school personnel reported that the FCTEP candidates were familiar with and able to incorporate the SOL into the lessons they were responsible for teaching.

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

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

...The conceptual framework for the Department of Teacher Education is based on research-based practices. Grounded in best practice, the program design makes critical connections between theory, practice, and reflection, where reflection is a natural part of learning... (*Institutional Report*, page 8)

The goal of the Ferrum College Teacher Education Program is to provide a balanced program targeted to the needs of individual candidates. Best practices are embedded in instruction in the program as evidenced by class observations.

Information about the All-Level (PreK-12) and secondary educator preparation programs are included in each of the content areas in the *College Catalog*. For example, if a student wanted to complete a program in English, information about the FCTEP is provided under the English Department in the 2013-2014 *College Catalog* on page 100. Also, information for students regarding the FCTEP is disseminated at an information session conducted periodically for all students interested in becoming a teacher. The document summarizes information candidates need to understand about the FCTEP application process.

The FCTEP Teacher Education Committee (TEC) is comprised of faculty representing the different departments at the College. TEC members meet to review candidate files and provide support for the FCTEP. During interviews with on-site review team members, faculty who participated on the TEC were very familiar with the program expectations.

Area school divisions have a need for well-prepared teacher candidates who have a solid grasp of the content they will teach and who can enter the program with confidence in their skills and dispositions to teach. Interviews throughout the visit with arts and sciences faculty, student teaching supervisors, and public school personnel indicated that there is a collegial and coordinated teacher preparation program at Ferrum designed to encourage all stakeholders to share information regarding the quality of the teacher candidates and the FCTEP.

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.*

Students are considered entry-level candidates upon their admission to the Ferrum College Teacher Education Program. A formal application for admission is located in the *Student Handbook*.

Individual candidates' attainment of knowledge, skills, and dispositions is evaluated through course assessments, mentor/sponsoring teacher and supervisor assessments, unit pre- and post-assessments in student teaching, and required licensure assessments.

A review of the evidence by on-site team members shows consistency in the FCTEP to ensure that candidates (graduates) will be able to teach challenging lessons based on high standards with accountability. Candidates are prepared to provide instruction based on the school's curriculum and individual needs. FCTEP candidates are well-prepared to differentiate instruction (as reported during interviews with sponsoring teachers). Information included in the Final Evaluation Grades database indicated that sponsoring teachers rated student teachers an average of four out of a possible four in the area of Preparation and Planning on the final evaluation.

For all internships (practica), students completed the required hours. Internships typically are completed in the Franklin County school division. Four clinical faculty (defined as cooperating teachers in the field who interact with the interns) provide instructional support at the elementary, middle, and high school levels. Candidates meet face-to-face and check in with assigned clinical faculty via the online system throughout the semester.

Clinical faculty and sponsoring teachers who supervise student teachers receive monetary stipends from FCTEP.

Upon completion of an internship or the student teaching experience, candidates submit the summative evaluation form to the clinical faculty for initial review. The completed form is sent (by the clinical faculty) to the faculty member who teaches the respective seminar class. The information is used to advise students and make program revisions, if needed. This process was confirmed by on-site team members during interviews with candidates and clinical faculty and review of information in the *Student Handbook*.

Documentation of student dispositions is gathered from the mentor and sponsoring teacher, as well as from the clinical faculty and the faculty member who teaches the course. Each student completes a self-assessment on their dispositions. This process was evidenced in the *Sponsoring Teacher Handbook*, *Student Handbook* and through interviews with mentor teachers, clinical faculty, and sponsoring teachers.

The Clinical Cycle process places reflection about lessons at the forefront of the methods courses and in the student teaching experience. Exposure to lesson planning occurs in EDU 310: Developmental and Diagnostic Reading, EDU 311: The Language Arts, and EDU 312: Content Area Reading Literacy.

Creating an environment to encourage risk-taking and professional development through the Clinical Cycle process is encouraged and supported. In addition, this requirement introduces students to data-driven decision making strategies.

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

The Bachelor of Arts Degree or Bachelor of Science Degree with a liberal studies major is required for all elementary and many of the Ferrum College Teacher Education Program candidates. This comprehensive major provides depth of understanding across multiple curriculum areas. (*College Catalog*, page 116). Knowledge, skills and dispositions identified in the program framework and integration into the FCTEP are provided below:

Elementary

- Professional Knowledge Base
 - EDU 202: Issues in Education through Technology
 - EDU 302: Foundations of Education
 - EDU 310: Developmental and Diagnostic Reading
 - EDU 311: The Profession of Teaching - The Language Arts
 - EDU 353: Elementary/Middle School Curriculum, Instruction and Assessment Strategies
- Developmental Frame of Reference
 - PSY 201: General Psychology
 - PSY 211: Human Growth and Development - Child and Adolescent
 - PSY 291: Practicum and Child Development Lab
 - ENG 336: Linguistics
- Understanding of Diversity
 - EDU 352: Classroom Management and Differentiated Instructional Strategies
 - SPD 220: Survey of Exceptional and Special Education
- Development of Judgment/Problem Solving Disposition
 - EDU 402: Student Teaching Field Experience
 - EDU 403: Student Teaching Synthesis
- Development of Philosophy
 - EDU 302: Foundations of Education
- Communication
 - Integrated throughout all EDU courses that require written and oral presentations and projects
- Questioning

EDU 353: Elementary/Middle School Curriculum, Instruction and Assessment Strategies

- Management Skills

EDU 352: Classroom Management and Differentiated Instructional Strategies

- Team Building and Collaboration

EDU 402: Student Teaching Field Experience

EDU 403: Student Teaching Synthesis

Secondary

- Professional Knowledge Base

EDU 202: Issues in Education through Technology

EDU 302: Foundations of Education

EDU 312: Content Reading Literacy

EDU 355: Secondary and Middle School Curriculum, Instruction and Assessment Strategies

- Developmental Frame of Reference

PSY 201: General Psychology

PSY 211: Human Growth and Development - Child and Adolescent

- Understanding of Diversity

EDU 357: Secondary and Middle School Classroom Management and Differentiated Instructional Strategies

SPD 220: Survey of Exceptional and Special Education

- Development of Judgment/Problem Solving Disposition (Internship experiences and Student Teaching courses)

EDU 402: Student Teaching Field Experience

EDU 403: Student Teaching Synthesis

- Development of Philosophy

EDU 302: Foundations of Education

- Communication

Integrated throughout all EDU courses that require written and oral presentations and projects

- Questioning

EDU 357: Secondary and Middle School Classroom Management and Differentiated Instructional Strategies

- Management Skills

EDU 352: Classroom Management and Differentiated Instructional Strategies

- Team Building and Collaboration

EDU 402: Student Teaching Field Experience

EDU 403: Student Teaching Synthesis

All-Level (PreK-12)

Secondary

- Professional Knowledge Base

EDU 202: Issues in Education through Technology

EDU 302: Foundations of Education

EDU 312: Content Reading Literacy

EDU 355: Secondary and Middle School Curriculum, Instruction and Assessment Strategies

- Developmental Frame of Reference

PSY 201: General Psychology

PSY 211: Human Growth and Development - Child and Adolescent

- Understanding of Diversity

EDU 360: All-Level (Prek-12) Classroom Management and Differentiated Instructional Strategies

SPD 220: Survey of Exceptional and Special Education

- Development of Judgment/Problem Solving Disposition (Internship experiences and Student Teaching courses)

EDU 402: Student Teaching Field Experience

EDU 403: Student Teaching Synthesis

- Development of Philosophy
EDU 302: Foundations of Education
- Communication
Integrated throughout all EDU courses that require written and oral presentations and projects
- Questioning
EDU 360: All-Level (Prek-12) Classroom Management and Differentiated Instructional Strategies
- Management Skills
EDU 360: All-Level (Prek-12) Classroom Management and Differentiated Instructional Strategies
- Team Building and Collaboration
EDU 402: Student Teaching Field Experience
EDU 403: Student Teaching Synthesis

Content Knowledge Courses Required for Elementary Education (Endorsement) Programs

BIO 105: Introduction to Biology
 ENG 101: Composition and Research
 ENG 102: Composition and Research
 ENG 301: Literature for Children and Adolescents
 GEO 220: Physical Geography
 GWS 101: Gateway Seminar
 HIS 201: American History I
 HIS 202: American History II
 HIS 316: Virginia History
 MTH 105: Fundamentals of Mathematics
 MTH 107: Introduction to Finite Mathematics
 MTH 208: Introductory Statistics
 SCI 126: Natural Resource Conservation
 SCI 250: Physical Science
 SST 250: Elementary Social Studies
 THA 222: Voice and Diction

Mid-term evaluation forms for EDU 202: Issues in Education through Technology, EDU 302: Foundations (of Education), and SPD 220: Survey of

Exceptional and Special Education provide feedback to the intern. This is an example of a formative assessment used to gauge progress. (A program handout is provided by education faculty to all interns during the orientation session.)

The Ferrum College Teacher Education Program advises students of the approved program requirements as stated in the Virginia Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia*. These requirements are provided orally and in written form to all students enrolled in EDU 202: Issues in Education through Technology. Prior to beginning the next EDU course, students must take and pass a quiz demonstrating their understanding of all of the requirements to enter and maintain acceptance into the FCTEP. When interviewed by on-site review team members, students in EDU 202: Issues in Education through Technology were familiar with the admissions requirements. The student teachers stated that they were made aware of the requirements in each of the courses and that the faculty helped them meet all of the testing requirements. The faculty provide a strong support system for the candidates enrolled in the program.

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

On-site review team members reviewed the biennial reports submitted to the Board of Education. Please note that program completers and program exiters are reported only when the institution of higher education has a total of 10 or more candidates for the program:

- Standards for Biennial Approval of Education Programs (8VAC20-542-40.1), Certification of Standard 1 - Assessment Passing Rates September 1, 2011, through August 31, 2013:

ELEMENTARY EDUCATION PREK-6 (2011-2013)					
Virginia Communication and Literacy Assessment		PRAXIS II: Elementary Education Content Knowledge		Reading for Virginia Educators	
Number of Program Completers and Exiters	Pass Rate	Number of Program Completers and Exiters	Pass Rate	Number of Program Completers and Exiters	Pass Rate
12	100%	12	100%	12	100%

- Standards for Biennial Approval of Education Programs (8VAC20-542-40.1), Certification of Standard 1 - Assessment Passing Rates September 1, 2009, through August 31, 2011:

ELEMENTARY EDUCATION PREK-6 (2009-2011)					
Virginia Communication and Literacy Assessment		PRAXIS II: Elementary Education Content Knowledge		Reading for Virginia Educators	
Number of Program Completers and Exiters	Pass Rate	Number of Program Completers and Exiters	Pass Rate	Number of Program Completers and Exiters	Pass Rate
14	100%	14	100%	14	92.9%

HEALTH AND PHYSICAL EDUCATION (2009-2011)					
Virginia Communication and Literacy Assessment		PRAXIS II: Health and Physical Education Content Knowledge		Reading for Virginia Educators	
Number of Program Completers and Exiters	Pass Rate	Number of Program Completers and Exiters	Pass Rate	Number of Program Completers and Exiters	Pass Rate
14	92.9%	14	92.9%	14*	92.9%

*Thirteen individuals took and passed the test, and one candidate did not take the test.

Candidates are required to successfully complete their field-based experiences. During the initial coursework internships, potential candidates are assessed on their dispositional qualities through the linked form. Potential candidates apply to be admitted into the Teacher Education program upon the completion of minimal competency testing and successful lower level course completion. Once accepted into the Teacher Education program, candidates are evaluated on their knowledge and skills through coursework and internships with the culminating clinical experience, or EDU 402: Student Teaching and EDU 403: Synthesis of Student Teaching. In this final setting, initial licensure candidates are evaluated on their abilities to apply their acquired knowledge and demonstrate their developing skills in an educational setting.

Data from the following sources collected at multiple points, in time show that the graduates of the Teacher Education program at Ferrum College possess the content, pedagogical, and professional knowledge and skills, and exhibit the professional dispositions deemed necessary to be successful as public school practitioners:

- Biennial Report for 2009-2013 (Title II Program Completers);
- Final Student Teaching Evaluation Data; and
- Student Teacher’s Exit Evaluation Data.

When interviewed, the principal at one elementary school stated that he often hires Ferrum candidates because they rise to the top of the candidate pool based on the classroom experience they have had while enrolled in the Ferrum Teacher

Education Program. The principal and vice principal at the middle school confirmed this and shared that 40 percent of the teachers at the middle school were Ferrum graduates. The middle school principal was interviewed and stated, “When a Ferrum College graduate is hired I can distinguish them from other college candidates. They are more prepared. They know how to differentiate instruction. Ferrum requires more field experience hours than other colleges and that is a good thing. We hire a large percentage of our teachers from Ferrum.” It also should be noted that the 2013 Franklin County public schools’ teacher of the year is a sixth-grade teacher at the middle school and a graduate of Ferrum College. These points substantiate the claim that the Ferrum program provides evidence that candidates possess the knowledge, skills, and dispositions to be successful in the classroom as identified in the program’s design framework.

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

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

- a. *Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.*

An action research project is one of the requirements of the student teaching seminar course. The purpose of this project is to provide more experience with the reflective process (i.e., Candidates must write what they need to do to make their teaching practice more effective). Candidates do not *write a* formal paper for the action research project, instead they give a presentation. This project is referenced in the course syllabi for PSY 211: Human Growth and Development - Child and Adolescent and PSY 291: Practicum and Child Development Lab courses and EDU 402: Student Teaching Field Experience.

Visits to the two elementary schools and the middle school by on-site review team members verified that field experiences provide opportunities for candidates to practice in settings with students of diverse backgrounds. Schools include Title I schools, special education populations, and English Language Learner (ELL) populations. Rocky Mount Elementary School has a very diverse student population. The principal shared that 67 percent of the children at the school were on free or reduced lunch.

- 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 following information is used to document internships: Contact Information, Field Placement Contract, Tasks Sheets (course specific), Evaluations; Mid-Term and Final Dispositional Qualities for EDU 202: Issues in Education through Technology, EDU 302: Foundations in Education, and SPD 220: ; Mid-Term and Final Evaluations for EDU 310: Developmental and Diagnostic Reading, EDU 311: The Language Arts, EDU 352: Classroom Management and Differentiated Instructional Strategies, EDU 353: Elementary/Middle School Curriculum, Instruction and Assessment Strategies, EDU 355: Secondary and Middle School Curriculum, Instruction and Assessment Strategies, EDU 357: Secondary and Middle School Classroom Management and Differentiated Instructional Strategies; and the Log of Hours form.

The Institutional Report (page 15) stated, "...During the teaching internship teacher candidates are required to participate in 'back to school night' activities and parent teacher conferences. Candidates also are encouraged to take part in an Individualized Education Program meeting, other child study meetings, and parent/guardian conferences...." In addition to this documentation, the student teachers interviewed reported to on-site review team members that they are required to attend faculty meetings at their schools and assist with parent-teacher conferences.

- 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.*

Candidates must complete internships of 40 clock hours each semester for five semesters for a minimum of 200 observation and teaching hours prior to the student teaching experience.

Over the past several years, Ferrum College Teacher Education Program candidates completed, on average, the following clock hours during the student teaching experience:

Year	Number of Clock Hours
2011	330.9
2012	461.2
2013	319

Student teaching and other field experiences must 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. These data are evidenced in the Hours Logged for Student Teachers spreadsheet. All of the candidates earn more than the required 300 clock hours. The clock hours are disaggregated on an Excel spreadsheet and include the number of hours spent in directed teaching activities.

Candidates all recorded more than the 150 clock hours required in directed teaching activities.

- 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.*

Clinical Cycles are a professional development tool used by candidates to improve their teaching practice. Begun in the methods/strategies segments of the Teacher Education program, Clinical Cycles place the student in charge of identifying and gaining evidence, not opinions, on how she/he is progressing in the practice of teaching. This tool gives insight for the candidate, the cooperating or supervising teacher, as well as the Ferrum College faculty. Clinical Cycles are used to support candidates on their way toward becoming teachers.

The Clinical Cycle is designed to provide experiences for candidates to apply new knowledge and skills gained in their programs. In the courses, EDU 355: Secondary and Middle School Curriculum, Instruction and Assessment Strategies; EDU 357: Secondary and Middle School Classroom Management and Differentiated Instructional Strategies; EDU 358: All-Level (PreK-12) Curriculum, Instructional and Assessment Strategies; and EDU 360: All-Level (PreK-12) Classroom Management and Differentiated Instructional Strategies. Candidates develop a question, design an intervention plan to address this question, collect data, implement an intervention and assess data and reflect and report findings. Candidates are given a *Clinical Cycle Questions* sheet and a *Cycle Question Ideas* sheet to help facilitate this process. Examples of *Clinical Cycle Questions* include: “Throughout the guided practice, do I continue to engage students verbally while facing the ActivBoard?, How many times did I give positive feedback to the student?, Negative feedback?, Non-specific feedback?, How often do I get off topic?, and How do I handle problem behaviors?” Examples of items on the *Cycle Question Ideas* include: In what ways does this lesson stray from the objectives listed?, What does the teacher do?, What do the pupils do?, How do physical factors contribute to learning?, and What accommodations are made for children with special needs? These are examples of the emphasis on reflective practice that are woven throughout the Ferrum College Teacher Education Program.

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

Teacher candidates receive feedback from professors during their education internships (field placements connected to each EDU course and SPD course) in multiple ways. Mid-term and final assessments are provided to each candidate by the mentor teacher. In addition, candidates receive feedback from their content area professors. Cooperating Teacher Mid-term Evaluation and Cooperating

Teacher Final Evaluation forms are used to evaluate and document candidate performance in field experiences. Both documents provide assessments in professional knowledge, developmental frame of reference, understanding of diversity, development of judgment/problem solving, personal philosophy, communication, questioning, management skills, team building/collaboration and leadership. On each evaluation form the mentor teacher is asked: "In your opinion, should this intern be encouraged to continue as a candidate in the Teacher Education Program?" Additionally, each intern is evaluated on dispositions through the use of the Final Assessment of Dispositional Professional Qualities for EDU/SPD including: caring, communication creativity, critical analysis, and professionalism.

Faculty in the arts and sciences are available to support the teacher candidates through advising, consultations, or classroom teaching experiences. Student teachers are evaluated by mentor teachers and college supervisors in their field of experience. Evidence to support that this process takes place was noted in sample reflective summaries and student teaching files, notebooks/portfolios and teacher evaluations of candidates.

At the end of the student teaching contract, three documents are generated: a self-evaluation by the student teacher, an evaluation of the student teacher's performance by the sponsoring teacher, and an evaluation of the student teacher's performance by the College supervisor (page 21), *Sponsoring Teacher Handbook*).

The final Evaluation average for candidates enrolled in EDU 402: The Profession of Teaching - The Student Teaching Field Experience assigned by the Sponsoring Teacher was 3.85 out of a possible 4.0. There were no scores below 3.0.

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

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

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

During conversations with a professor of chemistry and a professor of health and human performance verified that they worked on the content matrices with the director of the program. They were familiar with the teacher preparation program and the conceptual framework of the program. They shared that the program was rigorous and that candidates were provided support throughout the process. One faculty member noted that candidates from Ferrum were very well-prepared and

were successful in securing jobs following graduation.

Detailed lesson plans are required. On-site team members reviewed sample lesson plans which included *Standards of Learning* appropriate to the lesson and recorded comments from mentor and sponsoring teachers verifying that the students they worked with from Ferrum College submitted complete lesson plans that included the *Standards of Learning*.

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

Ferrum College has a long standing professional relationship with Franklin County Public Schools. Two teachers from the county serve as liaisons to the Teacher Education Committee. In addition, Ferrum College employs four clinical faculty to monitor candidates' internships in the school division. The Director of Teacher Education at Ferrum College works with the administration, including central office and building principals, to ensure the FCTEP practices are aligned with the best practices in the school division.

Ferrum College is developing a working relationship with Henry County Public Schools as well as Patrick County Public Schools to support internship and student teaching placements. In the past three years, a candidate has been placed in either Henry County Public Schools or Patrick County Public Schools for student teaching. Contacts with Danville Public Schools and Carroll County Public Schools to establish a Memorandum of Understanding with each are forthcoming.

The principals at the two elementary schools and the middle school reported to on-site review team members that formal partnerships exist between the school division and the Ferrum College Teacher Education Program. The partnerships benefit both entities involved.

Collaborations and partnerships were approved by the Virginia Board of Education on November 29, 2012.

- 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.*

Sponsoring teachers (those who work with student teachers) were interviewed and reported that they met with the College supervisors to review the mid-term and final evaluations of candidate performance. Moreover, sponsoring teachers stated that if a difficulty or weakness was identified, they felt very comfortable contacting the College faculty and received immediate support in developing a plan for the student teacher. Sponsoring teachers reported that the College

supervisors observed the intern teacher regularly.

Videotaping one lesson also is required during the student teaching placement. This videotape is reviewed by the candidate and by the College supervisor.

The principal of the elementary school reported that he conducted an observation on each candidate.

- 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.*

Education faculty worked with science students and three teachers at Franklin County High School on the sustainability project in the school. The high school assistant principal spoke about the success of this project in his interview during the committee visit. This project was beneficial to both the college students and to the school teachers and students (The CEED: The Center for Energy Efficient Design: Water Conservation Lesson document).

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.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: Met

Strengths:

1. A major strength of the Ferrum College Teacher Education Program is the infusion of field work in all of the professional studies courses. Candidates are placed into real-life classroom settings and work with mentor teachers beginning in the introduction to teaching course. These multiple internship opportunities benefit candidates through all phases of the program. The hours spent in various classroom settings provide the candidates with many opportunities to observe, assist, and practice teaching in a risk-free environment. In addition, the well-designed task sheets provide a systematic way for students to focus on learning and reflection during the internship experiences. Variety and diversity were evident in internships and student teaching placements; all students have a classroom experience with children with disabilities in addition to assignments in their program endorsement areas across multiple grades.

2. The computer lab practice sessions provide support to students preparing for required entry and exit licensure assessments. Students have opportunities to work in small groups to focus on targeted areas that require improvement.
3. The Clinical Cycles are a novel way to engage students early in the learning process on how to collect and use data to make informed teaching decisions.
4. The mission, conceptual framework, and goals of the program are well-defined, and infused throughout the entire program. Faculty, students, and school partners are fully familiar with the framework and goals of the program as evidenced during interviews with on-site review team members.

Weakness:

The Elementary Education Prek-6 program lacks mathematics and science methods courses. In addition, science laboratory equipment and mathematics manipulatives were limited, and there was no space for students to conduct experiments. While on-site team members recognize that the strategic plan addresses the weakness in the area of mathematics methods course offering, the team is concerned that without additional faculty support the strategic plan will not be implemented.

STANDARD 2

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

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

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

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

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

Based on information found in the *Teacher Preparation Handbook*, admissions materials, and data from the *Institutional Report* (page 19), the Ferrum College Teacher Education Program (FCTEP) requires that all candidates demonstrate a

2.5 overall GPA in their liberal arts major and a 3.0 GPA in all professional education coursework.

Prior to acceptance into the teacher education program (i.e., completion of 40 semester credit hours) overall performance in coursework is determined using a transcript review during the application to program process. Candidates' transcripts are then reviewed each semester upon acceptance into the program. Candidates' command of the English language and Standard English grammar is evaluated at entrance to the program through assessment of a written essay (*Institutional Report*, page 19).

To be admitted to the FCTEP, all candidates must have achieved passing scores on the Virginia Communications and Literacy Assessment (VCLA). All FCTEP candidates must earn a grade of C or higher in ENG 101: Composition; ENG 102: Research, and ENG 301: Literature for Children and Adolescents. In addition, the command of candidates' English language is measured on philosophy papers written throughout program coursework (i.e., writing assignments in EDU 202: Issues in Education through Technology, EDU 302: Foundations in Education, EDU 310: Developmental and Diagnostic Reading, EDU 311: The Language Arts, EDU 312: Content Reading Literacy, EDU 330: The Middle School, EDU 352: Classroom Management and Differentiated Instructional Strategies, EDU 355: Secondary and Middle School Curriculum, Instruction and Assessment Strategies, EDU 357: Secondary and Middle School Classroom Management and Differentiated Instructional Strategies, EDU 358: All-Level (PreK-12) Curriculum, Instruction and Assessment Strategies, and EDU 360: All-Level (PreK-12) Classroom Management and Differentiated Instruction Strategies). Candidate reflections and final presentations in EDU 403: Student Teaching Synthesis Experience (which takes place following the internship) also are evaluated for command of English language.

Candidates seeking an endorsement in Elementary Education PreK-6 also must pass the Praxis II Elementary Education: Content Knowledge assessment. The test includes an English Language Arts section. All candidates are required to pass a Ferrum College speaking intensive course.

According to the Director of the Ferrum College Teacher Education Program, a program distinction is the use of "laboratory" time once a week in both EDU 202: Issues in Education through Technology and EDU 302: Foundations of Education. These labs were instituted because students needed guidance and assistance in preparation for the Virginia Communication and Literacy Assessment (VCLA) and Praxis I (now Praxis Core Academic Skills for Educators test) assessments.

Once the FCTEP office has received official documentation of passing scores on the VCLA and Praxis I (Praxis Core Academic Skills for Educators test), candidates are exempt from the continuation of attendance to the laboratory. The

documentation of performance on benchmark testing in basic reading and writing is completed prior to candidates taking the necessary minimal competency testing (VCLA and Praxis I). Candidate performance data included as exhibits in the *Institutional Report* indicate that the laboratory experience focused on VCLA content not only gives the faculty insight about student ability, but also allows the opportunity for faculty to pinpoint needed content specific issues of reading and writing for candidates to work on to increase their ability to pass the VCLA.

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

Ferrum College Teacher Education Program candidates are required to complete core studies in mathematics, including MTH 105: Fundamentals of Mathematics, MTH 107: Introduction to Finite Mathematics, and MTH 208: Introductory Statistics.

Candidates are required to demonstrate basic skills in mathematics by passing the Praxis I mathematics assessment prior to admission into the professional education program.

- 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.*

According to the FCTEP course advising sheet provided to the on-site review team by the Director of Teacher Education, candidates must take two courses (including labs) in the natural sciences as part of the liberal arts core course curriculum. Elementary education candidates are required to take BIO 105: Introduction to Biology; SCI 126: Natural Resource Conservation, and SCI 250: Physical Science. As mentioned previously, candidate completion of liberal arts core courses is monitored through ongoing transcript review by the Director of Teacher Education (*Institutional Report*, page 9).

- 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 liberal arts core curriculum at Ferrum College requires all candidates to complete two history courses and one social science course. Candidates seeking an Elementary Education PreK-6 teaching endorsement must take two United States History courses and a geography course. In addition, elementary education candidates are required to take SST 250: Elementary Social Studies. They must

also pass the Praxis II Elementary Education: Content Knowledge assessment that includes 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.*

Currently, all Ferrum College Teacher Education Program candidates must complete the following liberal arts core coursework.

BIO 105: Introduction to Biology
ENG 101: Composition and Research
ENG 102: Composition and Research
ENG 301: Literature for Children and Adolescents
GEO 220: Physical Geography
GWS 101: Gateway Seminar
HIS 201: American History I
HIS 202: American History II
HIS 316: Virginia History
MTH 105: Fundamentals of Mathematics
MTH 107: Introduction to Finite Mathematics
MTH 208: Introductory Statistics
SCI 126: Natural Resource Conservation
SCI 250: Physical Science
SST 250: Elementary Social Studies
THA 222: Voice and Diction

Candidates must take one activity course, one fine arts course; one social science course; one Bible-based course; and one religion or philosophy course.

All candidates are required to take PSY 201: General Psychology and PSY 211: Human Growth and Development - Childhood and Adolescence. Elementary and All-Level candidates also are required to take PSY 291: Practicum and Child Development Lab.

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

The Director of the Ferrum College Teacher Education Program provided documentation that teacher education candidates take and pass the basic entry-level competency assessment (Praxis I or substitute assessments) prescribed by the Virginia Board of Education.

- 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 Ferrum College Teacher Education Program, candidates must have passed the Virginia Communications and Literacy Assessment (VCLA) and the Praxis II content area test for the endorsement area.

The results of the Praxis II and other licensure assessments are discussed during the Teacher Education Committee (TEC) meetings. During the on-site team visit, TEC representatives indicated that the Director of Teacher Education discussed with the committee Praxis and other licensure assessment results (as well as performance on FCTEP required assessments) and associated program expectations. Selected faculty from content areas, such as chemistry and physical education, use the Praxis II assessments to assist in aligning departmental syllabi with program endorsement matrices.

Candidates take the Reading for Virginia Educators (RVE) test after having completed EDU 310: Developmental and Diagnostic Reading and EDU 311: Language Arts. All candidates must have taken the RVE (applicable to the elementary education endorsement area) and the Praxis II content test prior to internship.

To demonstrate that Ferrum College teacher education candidates have knowledge of their content areas, Praxis II scores are reported below for the following periods: 2009-2010, 2010-2011, 2011-2012 and 2012-2013. Scores are reported only when there are ten or more candidates in an endorsement area to ensure that candidates could not be identified.

Summary Data for PRAXIS II Licensure Tests

Program Completers by Subject for Four Years		2009-2010	2010-2011	2011-2012	2012-2013
Biology	Number Taking Test	0	0	0	1
	Avg. Scaled Score	Not enough test takers for reporting			--
	Number Passing Test	Not enough test takers for reporting			--
	Pass Rate	Not enough test takers for reporting			--
Elementary Education: Content Knowledge	Number Taking Test	6	6	5	7
	Avg. Scaled Score	Not enough test takers for reporting			--
	Number Passing Test	Not enough test takers for reporting			--
	Pass Rate	Not enough test takers for reporting			--
Health and Physical Education: Content Knowledge	Number Taking Test	1	3	0	3
	Avg. Scaled Score	Not enough test takers for reporting			--
	Number Passing	Not enough test takers for reporting			--

Program Completers by Subject for Four Years		2009-2010	2010-2011	2011-2012	2012-2013
	Test				
	Pass Rate				--
Mathematics: Content Knowledge	Number Taking Test	0	0	1	0
	Avg. Scaled Score	Not enough test takers for reporting			--
	Number Passing Test	Not enough test takers for reporting			--
	Pass Rate	Not enough test takers for reporting			--
Social Studies: Content Knowledge	Number Taking Test	0	3	1	1
	Avg. Scaled Score	Not enough test takers for reporting			--
	Number Passing Test	Not enough test takers for reporting			--
	Pass Rate	Not enough test takers for reporting			--

Program completers met the Praxis II passing scores set by the Virginia Board of Education for each assessment. The Ferrum College Teacher Education Program requires assessments be taken and passed before internship.

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 Ferrum College Teacher Education Program Student Handbook and the FCTEP *Institutional Report* (page 9), all teacher candidates must pass EDU 211: Human Growth and Development - Childhood and Adolescence in order to advance in the program. Elementary education and All-Level candidates also are required to take PSY 291: Practicum and Child Development Lab.

In order to develop knowledge and skills in language acquisition and reading, elementary education candidates must take EDU 310: Developmental and Diagnostic Reading which includes a 40 clock-hour field experience and EDU 311: Teaching the Language Arts which also includes a 40 clock-hour field

experience that requires creating and teaching a language arts lesson. All secondary and All-Level candidates must take EDU 312: The Profession of Teaching - Content Area Reading/Literacy which includes a 40 clock-hour field experience in which candidates write reflections on their field experience and teach four reading/writing lessons.

Ferrum College Teacher Education Program candidates take EDU 202 as their first course in the program. As with all FCTEP courses there is a 40 clock-hour field experience requirement for EDU 202: Issues in Education through Technology. According to the course syllabus, this course develops an understanding of the multiple aspects of the teacher's work and explores a range of key issues related to education using a variety of educational technology and media applications. The course is designed to introduce teacher candidates to the myriad situations they will find in the American public school setting. Assignments include evaluation of education Web sites designed for teachers and for children. During the field experience, candidates create a classroom map to consider the physical space of the classroom and how that space can be used to enhance instruction. Candidates also prepare a questionnaire to gather data by interviewing their cooperating teachers about their perspectives on various aspects of teaching using technology.

Candidates are required to demonstrate the effective use of technology in each of the FCTEP courses that are taken after EDU 202. For example, in EDU 310: Developmental and Diagnostic Reading, EDU 311: The Language Arts, and EDU 312: Content Reading Literacy, candidates must use presentation software in the development of lessons and activities related to projects and assignments, research databases, videotape lessons, participate in electronic discussion forums/blogs, and use ActivBoards. In EDU 352: Classroom Management and Differentiated Instructional Strategies candidates teach at least one Clinical Cycle using the ActivBoard during class; in EDU 355: Secondary and Middle School Curriculum, Instruction, and Assessment Strategies; EDU 357: Secondary and Middle School Classroom Management and Differentiated Instructional Strategies; EDU 358: All-Level (PreK-12) Curriculum, Instruction, and Assessment Strategies; and EDU 360: All-Level (PreK-12) Classroom Management and Differentiated Instruction Strategies candidates use PowerPoint to create slide shows for presentations (classroom management plan and portfolio); candidates use Excel to perform calculations, analyze information, and manage data in spreadsheets. Digital cameras and recorders are used to provide documentation of lessons. Internet search engines are accessed to obtain materials for lessons.

- 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 indicated in 2.2.a of this on-site review report, Elementary Education PreK-6 candidates must take EDU 310: Developmental and Diagnostic Reading and EDU 311: Teaching the Language Arts. In EDU 310, elementary education candidates critically analyze materials and programs that are used for reading instruction, create and implement work stations for language arts in their field experience classroom, and use assessment data to develop a plan for reading instruction in their field experience classroom (EDU 310 course syllabus). In EDU 311 (course syllabus) elementary education candidates continue to develop knowledge in literacy development and focus on critical analysis of materials and programs that are used for reading instruction, apply various strategies and approaches used for language arts in their field experience classroom, and use assessment data to plan instruction. A review (i.e., exhibits during the on-site visit) of sample student lesson plan units created in EDU 311 indicated that candidates' units included detailed lesson plans that incorporate the Virginia *Standards of Learning* and school division pacing guide examples, instructional resources, assessment techniques, and curriculum resources for teaching English. The FCTEP *Student Handbook* indicates that Elementary PreK-6 candidates are required to take the Reading for Virginia Educators (RVE) assessment immediately following successful completion of EDU 311. Entrance to the student teaching semester requires that all candidates have taken and passed the RVE.

All secondary and All-Level candidates must take EDU 312: Content Area Reading/Literacy. Within this course, candidates write a reflection of literacy learning in their content area and develop a unit plan that includes a variety of instructional strategies related to the teaching of reading/literacy in their content area. Candidates craft developmentally sound and effective lessons using teaching strategies based on research-based literacy instruction per the EDU 312 course syllabus. During candidates' field experiences, four lessons plans are taught and evaluated on completeness of content development and selection of appropriate teaching strategies.

All candidates take a course in classroom and behavior management. The course EDU 352: Elementary/Middle School Classroom Management and Differentiated Instruction is required for Elementary Education PreK-6 candidates; EDUC 357: Secondary and Middle School Classroom Management and Differentiated Instructional Strategies is required of all secondary candidates, and EDU 360: All-Level (PreK-12) Classroom Management and Differentiated Instruction Strategies is required of all candidates seeking PreK-12 (All-Level) program area endorsements. Within these courses (that include a 20 clock-hour field experience) candidates address the importance of classroom organization including space, time, materials, management of student work, classroom rules and procedures. Elementary education candidates create a classroom map and submit two Clinical Cycles -- one that they believe engaged students and one they believe did not engage students. Reflections on each cycle are analyzed to determine if in candidates' reflections specific events are identified and the

actions needed to improve student engagement are noted (see also 1.6.d of this on-site review report). Each Clinical Cycle is conducted in the field experience classroom.

Candidates also take a course that includes curriculum, instruction, and assessment. The course 353: Elementary/Middle School Strategies is required of all Elementary Education PreK-6 candidates. EDU 355: Secondary and Middle School Curriculum, Instruction and Assessment Strategies is required of all secondary candidates, and EDU 358: All-Level (PreK-12) Curriculum, Instruction and Assessment Strategies is required of All-Level candidates. Based on a review of course syllabi by on-site review team members, candidates demonstrate through the use of Clinical Cycles (in the 20 clock-hour per course field experience) a means to problem-solve through data collection and analysis, to draw conclusions about their teaching, use a variety of formal and informal assessment models for continuous student learning, and plan lessons.

Based on summaries of student performance data provided as exhibits during the on-site visit, candidates are meeting program and the College's prescribed outcomes. In addition, candidates are meeting overall program and College standards 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 relies on the Director of Teacher Education to record and report data using Excel spreadsheets. While the data are aggregated and shared with Teacher Education Committee members, program faculty, and university administrators, the assessment system currently used is not a documented system that is easily accessed and used by all 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.*

Ferrum College Teacher Education Program candidates demonstrate the ability to have a positive effect on student learning, 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 EDU 202: Issues in Education through Technology in which one of the course outcomes is to “develop the habit of reflection.” In this class, candidates focus on the importance of reflective practice through journal reflections written about their first experience. Each of the following FCTEP courses includes specific assignments that engage candidates in reflection on their experiences in classrooms. Candidates must reflect on resources, content, and activities that occur in particular courses. For example, in EDU 352: Classroom Management and Differentiated Instructional Strategies, elementary education candidates engage in reflection on two Clinical Cycle lessons focused on differentiating instruction and assessment. In EDU 355: Secondary and Middle School

Curriculum, Instruction and Assessment Strategies, secondary and All-Level candidates are required to submit reflections on Clinical Cycles focused on classroom management and teaching strategies.

As described in section 1.5.a of this report, Clinical Cycles place reflection about teaching at the forefront of all FCTEP courses, including student teaching. A description of Clinical Cycles found in the *Sponsoring Teacher Handbook* indicates that Clinical Cycles are a professional development tool that incorporates a combination of peer coaching and clinical supervision. Clinical Cycles allow pre-service teachers to obtain specific feedback on their teaching in a supportive and data-based manner. When teaching is to be observed using the model, the pre-service teacher assembles an observation team (step 1) and negotiates a contract (step 2) about where, when and for how long (usually a ten to twenty minute period) to collect quality data) the observation will take place. The pre-service teacher determines the data to be collected (i.e., which aspects of teaching practice are to be focused upon). The team (any combination of two to four trained peers, teacher education faculty, liberal arts faculty or public school professionals) develops a data collection plan (step 3), goes into the classroom and collects the data (step 4), withdraws and analyzes the data (step 5), and develops a plan for the feedback session (step 6). Then the team holds a feedback session with the pre-service teacher (step 7). During the last step of the model the pre-service teacher reflects upon and responds to the feedback, sets future goals for his/her practice and identifies areas of specific concern (step 8).

In addition to successfully completing Clinical Cycles in Teacher Education Program methods coursework, all FCTEP candidates are required to complete a minimum of six Clinical Cycles. Each student teaching Clinical Cycle requires a typed reflection, a summary of team members' feedback, data collected by the candidate, and a lesson plan. One of the Clinical Cycle lessons must be videotaped and then reviewed by the candidate and university supervisor.

Clinical Cycle student performance data provided in the *Institutional Report* indicated that average performance (on a 100 point scale) on the *Clinical Cycle Rubric for all Teacher Education Program Clinical Cycles* during the spring 2013 semester was 95.96 and 99.67 during the fall 2013 semester.

During student teaching all candidates are required to design and carry out an action research project that answers a question that informs their teaching. Candidates are asked to generate questions that examine their teaching with the goal of improving student performance/learning. Students are required to demonstrate how student performance has been enhanced by the research project. Candidates share their research topic and results in a summary presentation to other Teacher Education Program candidates during the synthesis course (that occurs in the final two weeks of the student teaching semester).

As indicated in the syllabus (EDU 402: The Student Teaching Field Experience/EDU 403: The Student Teaching Synthesis Experience) for student teaching, candidates also are required to complete self-evaluations at the mid-point and end of the semester. The self-evaluation process is used as a tool for determining strengths and weaknesses and developing a plan for capitalizing on strengths and addressing weaknesses.

During school visits and campus interviews conducted by members of the on-site review team, Clinical Cycles and the Action Research Project were considered to be strengths of the program and evidence that FCTEP candidates are well-prepared to begin teaching.

- 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.*

As described in section 2.2.a of this report, all Teacher Education Program candidates take EDU 202: Issues in Education through Technology as their first course in the program. In the EDU 202 course candidates are expected to demonstrate effective use of computer systems and utilize software, apply knowledge of terms associated with educational computing and technology, use computer productivity tools for completion of class assignments, use electronic technologies to access and exchange information, and demonstrate knowledge of ethical and legal issues related to the use of technology in classrooms (course syllabus). The course, EDU 202, provides a foundation in instructional methodology and use of technology that is applied in all methods courses, field experiences, and student teaching.

Evidence of instructional methodology and use of technology expectations were found on each FCTEP syllabus examined by on-site review team members. Upon completion of the FCTEP candidates have been introduced to and taught the following technology integration skills: data searches using search engines; Power Point development and presentation; Web site searches and reviews; use of on-line discussion forums and blogs; use of Prezi to organize and present information; use of digital cameras and recorders to videotape lessons; use of ActivBoards/Smartboards to present information (candidates are required to include teaching with an ActivBoard during at least one Clinical Cycle); and use of Excel to perform calculations, analyze information, and merge data in spreadsheets.

During school visits and 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 FCTEP by university faculty, Teacher Education Program candidates, and school partners.

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

plan and assess student learning.

Throughout the FCTEP candidates learn to use a variety of assessment strategies to gather data in order to plan and assess student learning. The reading/literacy courses that are prerequisite to teaching methods courses (EDU 302: Foundations of Education and EDU 310: Developmental and Diagnostic Reading) for elementary education candidates include specific course outcomes that focus on different assessment paradigms, characteristics and uses of assessment for evaluating students' reading skills, and applications of a variety of formal and informal assessment models for evaluating continuous student learning. Secondary education and All-Level candidates focus on developing, planning, implementing, and assessing instruction in EDU 355: Secondary and Middle School Curriculum, Instruction and Assessment Strategies and EDU 358: All-Level (PreK-12) Curriculum, Instruction and Assessment Strategies.

As described in 2.2c, all candidates are required to complete Clinical Cycles mentioned in methods courses and corresponding field experiences as well as in student teaching. Through the Clinical Cycle process, candidates are exposed to a variety of data points that teachers might use to develop effective lesson plans designed to improve student learning. On-site review of the Clinical Cycle protocol, and examples of student Clinical Cycle reports provided in the exhibit room indicated that candidates analyze and use various types of data to plan and assess student learning. The six Clinical Cycles during student teaching all require students to acquire, analyze, and use data to make instructional decisions and apply data from Clinical Cycles to improve lesson delivery. Additionally, the lesson plan format that candidates are required to use in field experiences and student teaching includes analysis of assessment data as part of the planning process.

The action research project (also described is 2.c.c) completed during student teaching requires all candidates to design and carry out a project focused on a question that informs their teaching. Sample action research projects reviewed during the on-site visit provided evidence of candidates' abilities to analyze and use various types of data to plan and assess student learning.

Action research project student performance data provided in the *Institutional Report* indicated that average performance (on a four-point scale) on the *Action Research Rubric* (for all FCTEP student teachers) in fall 2013 was 3.94.

- 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.**

Ferrum College does not offer any graduate studies programs.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: Met

Strength:

The integration of technology in the delivery of instruction was strongly evident during school visits as well as interviews conducted by the on-site review team. Candidates were empowered to use technology to support and enhance instruction.

Weakness:

No common data-sharing mechanism is available that allows faculty in other programs to access the data. The assessment system is managed totally by the Director of Teacher Education. The Director of Teacher Education collects data from different sources, enters the candidate data in a spreadsheet, aggregates the data, and shares the data with program faculty and college administration to discuss program improvement.

STANDARD 3

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

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

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

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

The Ferrum College Teacher Education Program currently has one full-time faculty member and a half-time professor who also serves as Director of the Teacher Education program. Each of these faculty members has a Doctorate of Philosophy (Ph.D.) in Curriculum and Instruction. Currently, the Director of the Office of Accessibility teaches the required special education course and holds a Master of Science degree in Special Education. One adjunct faculty has worked for several years teaching lower-level courses and supervising student teachers. He holds a Master of Arts in Teaching and has an undergraduate degree in history.

Four clinical faculty teachers employed by area school divisions are paid a stipend by Ferrum College to support teacher education candidates during field and student teaching experiences. In 2013-2014 one adjunct faculty member assisted with course delivery and supervision of student teaching.

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

A review of the *Institutional Report - Accreditation Standards 3.1b* and the professional education faculty members' vitae (pages 22-23) indicate that these faculty have more than five years of professional experience in both PreK-12 and higher education settings.

Three of the four faculty members have a current license in the field in which they teach and provide student supervision; one of the four faculty members held a teaching license that has expired.

- 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.*

A review of the professional education faculty course syllabi located in the *Institutional Report - Accreditation Standards, 3.1c*, indicates candidates are regularly exposed to and utilize a variety of technology throughout their coursework and placement experiences. During the on-site review, education faculty shared how they integrate technology into their classes. A demonstration of technology utilization was evident during an on-site team visit to the EDUC 202: The Profession of Teaching - Issues in Education through Technology class.

One course taught utilizing technology is EDU 202: The Profession of Teaching - Issues in Education through Technology.

According to the *Institutional Report - Accreditation Standards, 3.1c*, and interviews during the on-site review, education program faculty members have participated in a variety of technology training activities, including, but not limited to, training in use of the SmartBoard, Pixie, and Inspire ActivBoard.

During an on-site interview one education faculty member shared that the use of the Inspire ActivBoard allows for clear and concise online communication between candidates and faculty. Other technologies education faculty integrate in their courses are iPads, and Pixie (creativity software) as presented in the *Institutional Report - Accreditation Standards, 3.1c*.

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

The education faculty vitae presented in the *Institutional Report*, (pages 22-23), and the *Institutional Report - Accreditation Standards*, 3.1d, indicate the education faculty have extensive teaching and curriculum development experience in K-12 settings to acquire an understanding of Virginia's *Standards of Learning* in various subject areas.

Evidence is presented in course syllabi that indicate the "unpacking" of *Standards of Learning* activities with teacher candidates in education courses is not limited to EDU 312: The Profession of Teaching - Content Reading Literacy and EDU 355: The Profession of Teaching - Secondary and Middle School Curriculum, Instruction and Assessment Strategies.

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

Components of course syllabi located in the *Institutional Report*, Accreditation Standards, 3.1e, show education faculty understand and teach candidates about cultural differences and exceptionalities. The on-site review team meetings with FCTEP staff and other faculty members identified the instructional implications in courses and placement experiences such as EDU 302: Foundations, EDU 353: Elementary/Middle School Curriculum, Instruction and Assessment Strategies, SPD 220: Survey of Exceptional and Special Education, and EDU 402: The Profession of Teaching - Student Teaching Field Experience.

Some components of the required education courses and placement experiences identified include learning of cultural and exceptional learners through literacy, identification of differences and exceptionalities, design of lesson plans for various learning styles, and the use of differentiated teaching techniques and strategies.

Interviews with faculty and school division representatives during the on-site review revealed that the candidates have limited opportunities to interact with diverse education faculty, clinical faculty, supervising teachers, and mentors.

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

According to vitae included in the *Institutional Report - Accreditation Standard* 3.1a, education faculty members and adjunct education faculty who supervise field experiences have teaching experiences in PreK-12 school settings.

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

Curriculum vitae and interviews with education faculty members show that faculty are actively involved in various professional education association activities that impact PreK-12 curricula. Faculty also review PreK-12 applications for school division Teacher of the Year nominees. They participate in PreK-12 mentorship and leadership programs, and serve on various curriculum development and learning competency review committees.

- 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.*

The professional education faculty members' vitae identify the involvement of the education faculty in scholarly work in their fields, participation and serving as officers in professional associations and presentations at local, regional, state and national education conferences.

Participation and involvement in professional associations include the following: Virginia State Reading Association, Salem City Public Schools Special Education Advisory Committee, Elementary School Volunteer Tutor, Virginia School Boards Association, American Educational Research Association, Association of Teacher Educators in Virginia, International Reading Association, Virginia Association of Supervision and Curriculum Development, Faculty Selection Committee, Peer-Reviewed Conference Presentations, Virginia Association of Colleges of Teacher Education, and Association of College of Teacher Educators.

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.*

The professional education faculty course syllabi identify a variety of instructional teaching methods and approaches to learning and student achievement to support the development and appreciation for different learning models. Some variations identified in syllabi are: demonstration of competency in developing quantitative skills, developing and assessing critical thinking skills, understanding the progression of learning stages, and differentiating for content, process, products, and assessment.

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

The professional education faculty practice of encouraging candidates to reflect, think critically and solve problems is evident in syllabi course requirements. Candidates maintain a Reflective Journal during internships, complete a research paper, a philosophy paper, case studies, and identify potential issues within the classroom in courses such as EDU 202: Issues in Education through Technology, EDU 330: The Middle School, and EDU 403: Student Teaching Synthesis.

During interviews with on-site team members teacher education candidates revealed they had experiences in completing assignments during transitions and placements. Candidates indicated that these experiences enhanced their understanding of the classroom and required integration of reflection, critical thinking, and problem-solving techniques.

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

Review of the professional education faculty members' vitae and feedback from faculty during on-site team interview sessions indicate that two of the faculty members have teaching endorsements in special education. All of the education faculty have either taught special education courses or mentored students with exceptionalities. The faculty members' vitae indicate teaching experiences with students from diverse ethnic/racial, linguistic, and socioeconomic backgrounds in PreK-12 educational settings.

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

The Ferrum Teacher Education Program has a comprehensive system of evaluation for faculty that relies on self-evaluation, evaluation by administrators and candidates. During interview sessions with the on-site review team, education faculty members described and explained the evaluation process. As indicated in the education program course syllabi and interviews during the on-site review, candidates have the ability to evaluate the education faculty via an online system. Candidates use a three-point triangulated method. These procedures are described in education course syllabi and the *Faculty Handbook* (pages 95-96).

The Dean's Classroom Observation Form for Teaching Faculty was shared during the on-site review.

- 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.*

During the on-site review team visit the Vice President for Academic Affairs and the Director of Teacher Education explained the workload policies governing the teaching loads of the professional education faculty, including the accommodations for off-site observations of teacher candidates when needed. Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship, and service.

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

An interview with the Vice President for Academic Affairs indicated that the normal Ferrum College faculty teaching load is 12 credits per semester with 15 advisees. Faculty must be available a minimum of eight clock hours per week for advising students, and serve on at least one College committee. Faculty are considered to be “under loaded” if they teach fewer than 50 students per semester. Faculty can only teach one “over load” (class) per year.

Due to the applied nature and generally small number of teacher education candidates (i.e., a total of 24 candidates enrolled for the 2013-2014 academic year, with 24 students enrolled in fall 2013 and 23 enrolled in spring 2014), Ferrum College Teacher Education Program faculty are not required to adhere to the College teaching load requirement of four courses (12 credits) per semester. Rather, FCTEP faculty are provided more flexibility in teaching smaller classes. For example, professional education faculty do not have to teach their low-enrollment courses as “tutorials” as may be required of other College classes with fewer than 10 students; the Director of Teacher Education receives six credit hours of reassigned credits to direct the FCTEP. Each student teacher counts as two-thirds credit hours.

According to the Dean of the College of Social Sciences and Professional Studies, who oversees the FCTEP, the majority of student advising for the FCTEP is conducted by the professional education faculty with limited advising done by the dean. He indicated that 10 or more students comprise a “clean” class load and that the “Rule of Thumb” for faculty is that faculty should strive for a minimum of 50 students (total) per semester.

Interviews with program coordinators indicated that the policies and guidelines outlined in the *Faculty Handbook* (pages 79-83) are supportive of the professional education faculty being continuous learners by encouraging and supporting scholarly work and affiliation around teaching, inquiry, and service.

“Teaching is primary” and scholarship and continued professional development are important and expected as stated in the *Faculty Handbook* (page 62) and as shared by education and clinical faculty during interview sessions with the on-site review team.

- 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.*

The *Faculty Handbook* (page 112) outlines recruitment and retention policies for faculty. Appendix A of the *Faculty Handbook* (page 116) provides suggestions for seeking a diverse pool of candidates.

During the on-site review visit, questions were asked (by the team) of the availability of a College-wide plan to hire diverse faculty. The *Faculty Handbook*, Faculty Recruitment Guidelines, Appendix 1, Section 4, page 112, states, “...The First Cut: The Top 5-10 Candidates ...if the candidate pool does not include at least one candidate who would promote the College’s goal of hiring a diverse faculty, the Search Committee must request permission of the Vice President for Academic Affairs to invite any candidates to campus.”

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 *Faculty Handbook* (page 62) clearly states the importance of the faculty being continuous learners. The vitae of the professional education faculty and conversations shared during the on-site review with program education faculty indicated the support and encouragement faculty receive to be active scholars and to be involved in work and services related to teaching and inquiry.

- 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.*

According to the *Faculty Handbook* (page 62) and conversations with the Dean of Social Sciences and Professional Studies and Program Coordinators during the on-site review, the institution values and provides support for faculty development. Available support for faculty professional development opportunities shared includes, but is not limited to the following: New Faculty

Grants, Original Faculty Professional Development Fund, Summer Faculty Research Grant, Cheatham Fellowship Program, DuPont Summer Seminar, and Ferrum Teacher/Scholar Program. An explanation and criteria for these opportunities are outlined in the *Faculty Handbook* (pages 63-70).

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

In discussions with program faculty during the on-site review and review of the education faculty members' vitae evidence shows the entire faculty is involved in scholarly work in their fields of study and practice. Activities include participation in local, state, and national professional associations, presentations at local, state, and national conferences, scholarly writing, and collaborative participation in the development of PreK-12 curricula development. One professional education faculty member, as indicated on vitae, successfully authored, developed, and implemented a social studies game for public distribution.

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

The College has a comprehensive evaluation system for candidates' and administrators' contributions to teaching, scholarship and service as provided in the *Faculty Handbook* (pages, 95-96). The evaluation process is described in the required education course syllabi.

In interviews with candidates, program coordinators, and education program faculty, the evaluation system for the professional education faculty was described and explained.

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

According to interviews with the education faculty and a review of course syllabi, both the School of Social Sciences and Professional Studies and the FCTEP evaluations are made available to the candidates at the end of each academic semester. The feedback from candidates is reviewed by administrators and faculty prior to the beginning of the next academic year.

The *Faculty Handbook* specifies the principles and criteria upon which faculty evaluations are based (pages 95-97). The faculty evaluation assesses faculty in three areas: teaching, scholarship, and service. The handbook provides steps for remediation of areas of weakness, if needed.

During interviews with on-site team members, program coordinators and professional education faculty explained the value of the "Closing the Loop"

concept as an interdisciplinary faculty campus-wide reflection group tool to identify specific course outcomes, results, successes, and concerns. Results of these group discussions yield information with which the professional education faculty can plan and provide feedback to each faculty member for the purpose of improving course developments and processes for teacher candidates.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 3: Met

Strengths:

1. College faculty value candidates' learning experiences and are willing to adjust their teaching and learning strategies, when appropriate, to enhance the candidates' success as future educators.
2. College faculty and administrators are committed to the Ferrum College Teacher Education Program as evidenced by interviews with the president, faculty, administrators, and school division personnel.

Weakness:

No accessible formal College Action Plan was found that includes clinical faculty, cooperating teachers, and supervising teachers in the overall management process.

STANDARD 4

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

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

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

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

The one-half time Director of Teacher Education has primary responsibility and authority for all matters that relate to teacher licensure, as confirmed in interviews and directors' duties outlined in the *Faculty Handbook* (page 15). Faculty selection begins with a faculty search committee, selected by the School Dean, to

screen applicants, recommend interviews, and present a final ranking to the School Dean for offering contracts (*Faculty Handbook*, page 76, and Appendix 1, Section IV). Faculty members are evaluated by the Director of Teacher Education for tenure and promotion and by the School Promotion and Tenure Committees, the School Dean, and the Vice President for Academic Affairs, as outlined in the *Faculty Handbook* (pages 83 and 92).

Interviews with administrators and students confirmed that the Ferrum College Teacher Education Program is actively involved in recruiting candidates at six open house events for high school students each year, at the freshman class “Meet and Greet,” and in the Gateway Course for Freshman Orientation.

The Teacher Education Program has responsibility and authority for curricular decisions, for approval by the Curriculum Committee, and the full faculty (*Faculty Handbook*, page 23; interview with Curriculum Committee Chair).

- 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.*

Long-range planning is evident in the program review of previous years and strategic plans for the institution as well as the Strategic Plan for the Teacher Education Program, which outlines strengths, challenges, and goals for the next three years.

- 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.*

Ferrum College has a long standing professional relationship with area public schools. A majority of the professional staff in the school division are graduates of the Ferrum College Teacher Education Program.

The Teacher Education Committee has two teachers from the county who serve as liaisons, along with two teacher candidates, and two faculty representatives from each college at the institution. Seven meetings of the Teacher Education Committee are scheduled annually to interview applicants to the program, to evaluate portfolio performance, and to plan curriculum and assessment activities (Interview with Teacher Education Committee members; Teacher Education Committee meeting agendas, minutes, and handouts).

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

The Ferrum College Teacher Education Program strictly adheres to the nondiscrimination policies of the Ferrum College in accordance with federal and state guidelines. Official documents, including the *Faculty Handbook* (page 77), *Student Handbook* (pages 53 and 70), *Academic Catalog* (page 1), and statement for employees, clearly delineate the processes for addressing and redressing issues of discriminatory behavior and failure to follow due process procedures.

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

Indicators of achievement of this standard shall include the following:

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

The review team questions whether the number of faculty in the Teacher Education Program is sufficient to continuously support the consistent delivery and quality of each program offered. The Teacher Education Program at Ferrum College offers 16 approved educator preparation endorsement area programs that are supported by one full-time faculty member and one half-time faculty for teaching who also serves as the Director of Teacher Education. The program hires one adjunct (who also has taught introductory coursework for the program) to supervise student teachers. One clerical staff academic secretary supports other programs as well as the Teacher Education Program.

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

Allocated classroom and office space is sufficient to support the Ferrum College Teacher Education Program. Classrooms, located in the basement of Beckham Hall where Teacher Education faculty offices are located, are equipped with wireless and hard-wired Internet access, projection equipment, and an ActiveBoard so that students can continue their work in technology. The ActiveBoards were purchased by the FCTEP through the Informational Services Advisory Committee. The Ferrum College library maintains support and collection access for student use, as well as a collection of materials located in the NAVE. In addition, the Curriculum Design Lab is a work space dedicated solely for use by FCTEP faculty and students. This space is for students who are either currently enrolled in Education courses or who have been formally admitted to the program. The Teacher Education Program has recently updated all computers and purchased a printer for student use.

A cart with both iPads and dual platform laptops provides a portable technology work station for faculty.

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

Approximately 25 percent of the budget for the College of Social Sciences and Professional Studies is allocated annually for the Ferrum College Teacher Education Program (i.e., 33 percent this year, due to reaccreditation expenses). The budget process is clearly outlined for allocation of funds as well as requesting additional funds (Budget Process, Teacher Education Budget 2013-2014).

The Teacher Education Program receives its own annual budget including resources for supplies, materials, and general operating funds from which funds are used to support events, meetings, attendance at statewide events for faculty and students. Each full-time faculty member receives \$500 per year for travel. In addition, there are funds separate for faculty research, student research, with additional supplemental faculty development funds provided by Ferrum College and distributed through faculty committee review of individual applications.

- 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.*

Based on interviews and observations, the on-site review team determined that Teacher Education Program faculty and staff have access to all Ferrum College training and updates related to adopted technologies and purchased equipment. Faculty have participated in ActiveBoard training sessions scheduled by the Teacher Education Program in conjunction with area school division teachers.

- 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 have individual offices. Each faculty member, including an adjunct, has access to a Ferrum College-owned computer (Apple or PC by their choice), a printer or printer access, full Web and Internet access, telephones, copying and faxing services near their offices.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 4: Met

Weaknesses:

1. The review team questions whether the number of faculty and support staff in the Teacher Education Program is sufficient to continuously support the consistent

delivery and quality of each program offered. However, the team noted that Ferrum College faculty from other departments such as Chemistry, Health and Psychology (see Standard One, 1.7) provide support to the FCTEP by actively participating in curriculum development and revision for ongoing program improvement. (The Teacher Education Program at Ferrum College is approved to offer 16 educator preparation endorsement area programs that are supported by one full-time faculty member and one half-time faculty for teaching who also serves as the Director of Teacher Education (i.e., has six credits of release time to serve as director). The program hires one adjunct (who also has taught introductory coursework for the program) to supervise student teachers. One clerical staff academic secretary supports other programs as well as the Teacher Education Program.)

2. The position description for the director is quite comprehensive for a half-time administrator.

Appendix C

*August 22, 2014, Letter to Dr. Jennifer L. Braaten,
President Ferrum College*



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

August 22, 2014

Dr. Jennifer L. Braaten, President
Ferrum College
John Wesley Hall
215 Ferrum Mountain Road
Ferrum, Virginia 24088

Dear Dr. Braaten:

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. Ferrum College requested to obtain accreditation of its proposed professional education program through the Board of Education approved process.

Enclosed is the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Ferrum College that was conducted on April 6-9, 2014. This document was reviewed for factual accuracy by the Dean of the College of Social Sciences and Professional Studies, Dr. Kevin Reilly, and the Director of Teacher Education, Dr. Mary Ann Norman. The recommendation of the review team is that the professional education program at Ferrum College be "accredited," indicating that the program has met the standards as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*. In addition, an on-site review of professional education programs will be conducted on a seven-year cycle.

Copies of the *Professional Education Program Review Team Report of Findings* also are included with this correspondence for Drs. Reilly and Norman. 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, are 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.

Dr. Jennifer L. Braaten
August 22, 2014
Page 2

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 Board.

On behalf of the Virginia Department of Education, I would like to take this opportunity to acknowledge the faculty, staff, and students of Ferrum 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

Enclosures

c: Dr. Kevin Reilly
Dr. Mary Ann Norman
Patty S. Pitts

Appendix D

*Ferrum College's Response to the
Professional Education Program Review Team Report of Findings*



Ferrum College

President's Office

September 3, 2014

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

Dear Dr. Carver,

I am writing to thank you for your letter of August 22, 2014 and the accompanying report from the April 6-9, 2014 visit of the Professional Education Program Review Team. On behalf of Ferrum College and the Teacher Education Program, I would like to offer our appreciation for the investment of time and expertise you and the review team provided during the time you spent on our campus. This visit was a wonderful opportunity for Ferrum to showcase the Teacher Education program and gain valuable professional insight on how to improve our efforts to develop teachers for the 21st century.

The recommendations and findings from the report will enable our faculty to strengthen our Teacher Education program. We take these recommendations seriously and will continue working conscientiously to advance the program to support the preparation of teachers. We are dedicated to providing the best possible education for our students in order to meet and exceed the needs of the public school systems in Virginia.

Sincerely,

Jennifer L. Braaten
President

cc: Mary Ann Norman
Gail Summer

Appendix E

*Ferrum College's Response to the Advisory Board on Teacher Education
and Licensure's Request for a Plan to Respond to Weaknesses Identified
by the On-site Review Team*



October 7, 2014

Virginia Board of Education Members
c/o Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Distinguished Board Members:

On behalf of Ferrum College, I appreciate the opportunity to provide additional information to support the accreditation review of Ferrum College through the Board of Education process.

During the September 15, 2014, meeting, the Advisory Board on Teacher Education and Licensure, reviewed the *Professional Education Program Review Team Report of Findings*. The Advisory Board members requested Ferrum College to submit a plan to address weaknesses identified. Below are notes and responses for each of the four standards.

Recommendation for Standard 1 -- Program Design: Met

Strengths:

1. A major strength of the Ferrum College Teacher Education Program is the infusion of field work in all of the professional studies courses. Candidates are placed into real-life classroom settings and work with mentor teachers beginning in the introduction to teaching course. These multiple internship opportunities benefit candidates through all phases of the program. The hours spent in various classroom settings provide the candidates with many opportunities to observe, assist, and practice teaching in a risk-free environment. In addition, the well-designed task sheets provide a systematic way for students to focus on learning and reflection during the internship experiences. Variety and diversity were evident in internships and student teaching placements; all students have a classroom experience with children with disabilities in addition to assignments in their program endorsement areas across multiple grades.

2. The computer lab practice sessions provide support to students preparing for required entry and exit licensure assessments. Students have opportunities to work in small groups to focus on targeted areas that require improvement.
3. The Clinical Cycles are a novel way to engage students early in the learning process on how to collect and use data to make informed teaching decisions.
4. The mission, conceptual framework, and goals of the program are well-defined, and infused throughout the entire program. Faculty, students, and school partners are fully familiar with the framework and goals of the program as evidenced during interviews with on-site review team members.

Note: Internships or field work are one of the many strengths of the Teacher Education Program (TEP) at Ferrum College. Students who take any education course must complete an internship as part of the requirements of the course. Each course has specific tasks ranging from simple observation and tutoring at the lower level courses to lesson delivery and planning with the mentoring teacher in higher level courses. By providing diverse and early opportunities for students, the TEP is assuring each student understands the complexity and realities of teaching. Students in lower level courses are evaluated on their dispositional qualities through a self-evaluation by both their mentor in the field placement and the professors of the courses to determine their viability to be accepted into the TEP at Ferrum College.

Weakness:

The Elementary Education Prek-6 program lacks mathematics and science methods courses. In addition, science laboratory equipment and mathematics manipulatives were limited, and there was no space for students to conduct experiments. While on-site team members recognize that the strategic plan addresses the weakness in the area of mathematics methods course offering, the team is concerned that without additional faculty support the strategic plan will not be implemented.

Response: Although separate pedagogy courses are not required by Board of Education regulations, competencies must be addressed in the program. The Ferrum College TEP recognizes the need to ensure preservice elementary teachers have the best opportunity to learn how to teach both mathematics and science. In addressing the recommended need for mathematics and science pedagogy courses, the TEP has already developed and had approved by the Ferrum College Curriculum Committee a mathematics pedagogy course. Manipulatives have been purchased. This course was added to the current 2014-2015 catalog and beginning in 2015-2016 school year, the TEP will be requiring all students admitted to the program to take this pedagogy course. Additionally, both faculty members have recently attended a Mathematics Institute entitled “*Building Mathematical Thinking Kindergarten through Algebra: Strategies for Teachers*” offered through the Virginia branch of Association of Supervision and Curriculum Development (ASCD).

Program modifications, including the development of a science pedagogy course, have been submitted to the Teacher Education Committee for review and discussion. These proposed changes will be forwarded to the Ferrum College Curriculum Committee for review and approval during 2014-2015 school year. All modifications are proposed to become effective for the 2015-2016 school year. Additionally, all candidates for elementary licensure have access to laboratory equipment through the School of Natural Sciences and Mathematics, where such equipment is used in required science courses, such as:

BIO 105 General Biology,
SCI 126 Natural Resource Conservation
GEO 220 Introduction to Physical Geography

Each of these courses has a lab as part of the course requirements and meets the competencies required by the Board of Education.

Recommendation for Standard 2 -- Candidate Performance on Competencies in Endorsement Areas: Met

Strength:

The integration of technology in the delivery of instruction was strongly evident during school visits as well as interviews conducted by the on-site review team. Candidates were empowered to use technology to support and enhance instruction.

Note: The integration of technology in all our education courses is a strength of the program. Through the use of on-campus technology grants, Activ Boards, a laptop cart, and an iPad cart have been purchased for student use in two classrooms. The TEP has equipped a small technology lab for daily use by students in education courses. This lab is for teacher education students only and provides a study space, as well as access to technology for the development of lesson plans, flip charts for the Activ Boards, and much more. This technology aligns with our community partners in both Franklin County

Public Schools and Henry County Public Schools, as their teachers use the same technology in their classrooms.

Weakness:

No common data-sharing mechanism is available that allows faculty in other programs to access the data. The assessment system is managed totally by the Director of Teacher Education. The Director of Teacher Education collects data from different sources, enters the candidate data in a spreadsheet, aggregates the data, and shares the data with program faculty and college administration to discuss program improvement.

Response: Data collection and analysis confirm the success of our candidates; however, confidentiality is an issue in sharing data because of small numbers, or the “n” factor. Data are shared with members of the Teacher Education Committee, which has representatives from each school, and this information is then shared with faculty within their respective schools. After further discussion, a policy for requesting the sharing of data is being developed so that the dissemination of data may be more freely accessed by all faculty who work with students in the Teacher Education Program. This policy will state that faculty who teach courses required for program licensure may make a written request to the Dean of Social Sciences and Professional Studies to access any data for students related to the faculty course. Currently, all data is posted on a secure website where administration and TEP faculty have access.

Additionally, Ferrum College TEP is exploring the opportunity to become a pilot site for the new Praxis Performance Assessment for Teachers (PPAT) in spring 2015. This opportunity will allow for an external data collection system to be formalized.

Recommendation for Standard 3 – Faculty in Professional Education Program: Met

Strengths:

1. College faculty value candidates’ learning experiences and are willing to adjust their teaching and learning strategies, when appropriate, to enhance the candidates’ success as future educators.
2. College faculty and administrators are committed to the Ferrum College Teacher Education Program as evidenced by interviews with the president, faculty, administrators, and school division personnel.

Note: At Ferrum College, the collaboration of the faculty with the TEP faculty is a strong and necessary piece of maintaining the quality of the program. The community belief of support for students in the TEP allows the program to flourish. The commitment of the administration for the preparation of teachers for the 21st century is solid. In addition, Ferrum College serves the local public school system in providing strong candidates for

employment, as well as assistance in classrooms by interns. This hand-in-hand collaborative approach from campus to community is necessary to sustain the TEP.

Weakness:

No accessible formal College Action Plan was found that includes clinical faculty, cooperating teachers, and supervising teachers in the overall management process.

***Response:* Ferrum College uses an Integrated Planning Form, or IPF to determine the needs for programs housed in each of the 3 schools. This form is accessible as part of the college action plans and is implemented each year.**

As part of a specific action plan, Ferrum College has recently become a member of the Southwest Virginia Professional Education Consortium. As part of the clinical faculty grant, Ferrum College has met with our local partner, Franklin County Public Schools, to begin the process of supporting public school teachers in supervision of student teachers as well as other internship/field experiences.

Separate handbooks for clinical staff (faculty), cooperating teachers, and supervising teachers are published and updated yearly. Clinical staff are in charge of distributing these handbooks to each school they serve. The information found in these handbooks will be added as addendums to the yearly review of the TEP program.

Recommendation for Standard 4 – Governance and Capacity: Met

Weaknesses:

1. The review team questions whether the number of faculty and support staff in the Teacher Education Program is sufficient to continuously support the consistent delivery and quality of each program offered. However, the team noted that Ferrum College faculty from other departments such as Chemistry, Health and Psychology (see Standard One, 1.7) provide support to the FCTEP by actively participating in curriculum development and revision for ongoing program improvement. (The Teacher Education Program at Ferrum College is approved to offer 16 educator preparation endorsement area programs that are supported by one full-time faculty member and one half-time faculty for teaching who also serves as the Director of Teacher Education (i.e., has six credits of release time to serve as director). The program hires one adjunct (who also has taught introductory coursework for the program) to supervise student teachers. One clerical staff academic secretary supports other programs as well as the Teacher Education Program.)
2. The position description for the director is quite comprehensive for a half-time administrator.

Response: Ferrum College serves a body of students who seek a program that provides small classes and a learning community where faculty knows and supports students. Each student who receives licensure through the Ferrum College TEP has been rigorously prepared to become a highly effective teacher in both their content and pedagogy. Dedicated faculty and staff support TEP students to become change agents for public schools. Local school systems report that Ferrum College TEP graduates are excellent additions to their staff, with clear strong pedagogical abilities. On exit interviews, graduates report their strong knowledge and understanding of their role as teachers. In this regard, we firmly believe our program is solid and effective, and provides an exceptional return on investment for our students.

We acknowledge the review team in its efforts to examine the number of staff and comprehensive description for the director position and in response Ferrum College will review TEP program needs in the areas of staffing, program design of courses and endorsement for licensure programs in consultation with the Vice President of Academic Affairs.

We also acknowledge that as program enrollment increases, new regulations are implemented, and if national accreditation is required, additional staffing may be needed.

An examination of secondary and all-level pedagogy courses will be part of the program revisions to ensure the needs for faculty. In addition, the TEC will review endorsement programs which have not had recent graduates to see which, if any, should be eliminated. Prior to elimination of programs, it will be important to secure feedback from school divisions where our graduates are hired to determine the need for these endorsements. In order to increase the average number of graduates from the Ferrum College TEP, the College needs to revisit the current endorsements, eliminate those that are not serving the program or community partners and add endorsements, especially in the areas of mathematics and science at the middle school levels, in order to help meet the critical shortage needs in the Commonwealth of Virginia.

The Ferrum College Teacher Education Program has worked tirelessly to meet each of the Board of Education standards, and the accreditation process affords us an opportunity to further strengthen the program. This program is committed to provide a quality Teacher Education program to each of our students. If you have additional questions or need additional information, please do not hesitate to contact me.

Sincerely,

Mary Ann Norman

Mary Ann Norman, Ph. D.
Director of Teacher Education

Appendix F

*Letter (with Enclosures) to Board of Education Members
Dated November 4, 2014, from Dr. Jennifer L. Braaten,
President of Ferrum College*



FERRUM COLLEGE

Office of the President

November 4, 2014

Virginia Board of Education Members
c/o Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

NOV 06 2014

Dear Distinguished Board Members:

We at Ferrum College appreciate your careful review during the reaccreditation process for our Teacher Education Program (TEP). Teacher Education is an important and significant program for the College and produces outstanding graduates who primarily serve our underserved region of southwest Virginia. With the approximately 35% diversity of our student population we are contributing in a major way to developing a broad spectrum of educators for the future.

You have already received the correspondence of October 7 from Dr. Mary Ann Norman in which the weaknesses cited in each standard were addressed. With this letter I have enclosed the Integrated Planning Form (IPF) prepared by Dr. Kevin Reilly, Dean of the School of Social Sciences and Professional Studies, the school that oversees the TEP. The IPF is the official College Action Plan and includes a timeline to address full implementation of the TEP weaknesses by January, 2015. I have also attached the TEP Strategic Plan. (We encourage programs and departments across campus to be not only practical but to "dream" a bit when preparing this document.)

We believe that you may have concerns about our commitment to the sustainability of the program. I can assure you that our administration, faculty, staff and students have always been strongly committed to the TEP program and remain so. We are pleased to address that commitment through this letter, and we also plan for Dr. Gail Summer, Vice President for Academic Affairs, to be with you on November 20 should you have any further questions. (I am not able to join you that day since I will be in Washington, D.C. for a NAICU board meeting with congressional representatives and other college presidents. I am chair of the national student financial aid committee for NAICU [National Association of Independent Colleges and Universities]).

Overview: The report from the team visit in April, 2014, included the following strength statement in Standard 3: Faculty in Professional Education. It would appear that the team and those interviewed during the visit expressed commitment to the program, and that this was evident in the community among school personnel. *"College faculty and administrators are committed to the Ferrum College Teacher Education Program as evidenced by interviews with the president, faculty, administrators, and school personnel."*

Subsequent to the first review before the Board of Education on October, 23, 2014, there may have been a staffing question. We currently have two excellent full time faculty in the TEP, including its tenured Director, Dr. Mary Ann Norman, and Dr. Nancy Bradley. We also have another full time person, Mrs. Nancy Beach, Assistant Professor of Education and Director of the Office of Academic Accessibility, who teaches the special education courses. In addition the TEP employs a full time academic secretary to staff the program, including managing the electronic data filing along with Dr. Norman. Additional faculty with education credentials also teach various courses each semester. In regards to a concern in Standard 1, one of our strategies is to encourage faculty who have teacher education licensures to renew those licensures as needed to help us in the program, in particular in science and math.

TEP Staffing & Teaching Load: The table below indicates teaching loads and the names of those currently or formerly assigned full time to the TEP over the last three years. A “normal” load for FT faculty at Ferrum College is teaching a minimum of 50 students within 12 credits per semester, as well as advising students and serving on 1-2 College committees. TEP faculty are the exception to this rule (on average, the TEP faculty teach the total number of students in a full year that most other faculty teach in a single semester). We make this exception to ensure the very best preparation for our students. TEP directors are given 3-6 work load credits for reassigned time.

- 2012-13 - Two FT faculty members, one other full time individual and an adjunct, assigned to teach in the TEP.
 - Dr. Carroll Smith
 - Fall: Taught 22 students, 12.5 workload credits (included 3 of reassigned time to be co-director of TEP)
 - Spring: Taught 16 students, 12 workload credits (included 3 of reassigned time to be co-director of TEP)
 - Dr. Norman
 - Fall: Taught 33 students, 10 workload credits (included 3 of reassigned time to be co-director of TEP)
 - Spring: Taught 18 students, 9.5 workload credits (included 3 of reassigned time to be co-director of TEP)
 - Mrs. Beach, who teaches the special education courses.
 - Additional teaching as needed by Mr. Rick Moss (adjunct faculty member who teaches on a regular basis)
- 2013-14 - Two FT faculty members, one other full time individual and an adjunct, assigned to teach in the TEP.
 - Dr. Nancy Bradley
 - Fall: Taught 24 students, 12.5 workload credits (included 3 of reassigned time to acclimate to the TEP as a new faculty member and to assist with the pending visit from the DOE)
 - Spring: Taught 40 students, 14.18 workload credits
 - Dr. Norman
 - Fall: Taught 24 students, 12 workload credits (included 3 of reassigned time to be director of TEP)
 - Spring: Taught 10 students, 15.5 workload credits (included 6 of reassigned time to be director of TEP)
 - Mrs. Beach, who teaches the special education courses
 - Additional teaching as needed by Mr. Moss (adjunct faculty member who teaches on a regular basis)
- 2014-15 - Two FT faculty members, one other full time individual and an adjunct, assigned to teach in the TEP.
 - Dr. Bradley
 - Fall: Teaching 34 students, 12.8 workload credits
 - Spring: (anticipated): Teaching 39 students, 14.18 workload credits
 - Dr. Norman
 - Fall: Teaching 19 students, 14.5 workload credits (included 6 of reassigned time to be director of TEP)
 - Spring: (anticipated): Teaching fewer than 10 students, 12 workload credits (including 6 of reassigned time to be director of TEP)
 - Mrs. Beach who teaches the special education courses
 - Additional teaching as needed by Mr. Moss (adjunct faculty member who teaches on a regular basis)

Leadership: Leadership in the TEP is both centralized and de-centralized. Dr. Norman has ably served as Director of the TEP for two years, with the full support of Dr. Reilly, Dean of the School. Dr. Norman has provided strong leadership, and Dr. Bradley also has leadership capability. In addition, the TEP is the only program at Ferrum with a full time academic secretary to support its activities. That individual's scope of work includes managing the electronic data filing, thereby creating a redundancy in making data

available (either through the Director or through the academic secretary). Regarding a concern in Standard 2 about lack of a common data sharing system, all annual reports on student performance in the TEP are available to the entire faculty on campus, as are all program assessment reports. An individual's data is not identified by student in these reports, but the overall summation of how students are meeting the outcomes set by the TEP is published every year on an internal website that all faculty have permission to access.

Budget: The TEP program enjoys a budget larger than any other program in the School of Social Sciences and Professional Studies, even with very small student numbers. Given the small class sizes, we currently could grow to some degree, by perhaps 10-14 students, within our current staffing. This growth would ideally be evenly divided between PK-6 and 6-12/K-12. Hiring credentialed part time faculty to engage in the additional supervision would be done (and is currently done on an as-needed basis when a semester may produce more student teachers than is typical). If we were to see a significant increase in student numbers in the TEP, we would, of course, address the addition of another faculty member.

Assessment of Endorsements: We will also continue to explore whether some of our 16 current endorsement areas need to be discontinued. Administratively, we have asked about this in the past, but the TEP faculty and those on the Teacher Education Council have resisted discontinuing any of the endorsement areas. We will pursue this with greater focus during the spring 2015 semester, using your questioning of this issue as the impetus for doing so.

We have always been focused on providing the very best teachers for our southwest Virginia region. We hope the information herein helps demonstrate our long-standing and future commitment to teacher education. Ferrum has long produced excellent teachers because of our small class size and dedicated faculty. We thank you for your good work and we will continue to do our utmost to assure that teacher education candidates at Ferrum have the best possible experience to carry forward to their classrooms.

Sincerely,



Jennifer L. Braaten
President

JLB/tmp

cc: Dr. Gail Summer
Dr. Kevin Reilly
Dr. Mary Ann Norman

Enclosures

Ferrum College - Integrated Planning Form (IPF) Year: 2014-15

Unit	Area / Program	Manager	Year	Strategic Plan	Unit	Program			
Strategic Plan Goal	Outcomes	Tasks	By Whom	Resource & Budget	Assessment Measures	Intended Results	Status 1 (Dec / Jan)	Actual Results (May/June)	Use of Results
School of Social Sciences	Teacher Education	Kevin Reilly, School Dean	2014-15						
Include the specific KPI, SP Goal, & Objective you plan to address. (KPI-GOAL-OBJECTIVE). Ex.1-1-10	What will you do to address the SP Goal?	How will you accomplish the outcome to achieve the SP Goal?	Who will help in this Outcome?	How will you pay for it? New Initiative? Does this require new funding?(Y/N)	How will you know when you have accomplished your Task?	What do you hope will happen?	Status 1 (Dec / Jan)	So what actually happened?	What's next? How will you modify or create a new initiative for next year?
1. To address the weaknesses in the report stemming from the April visit from the Teacher Education Accrediting Body.									
Weakness 1. The Elementary Education lacks	The math course has been addressed by adding a Mathematics	N/A	N/A	N	N/A	N/A			

<p>Goal 2. Teacher Education Endorsement Areas.</p>	<p>from the school year.</p>	<p>evaluation of current faculty in specific programs who are trained to deliver courses in support of the Teacher Education Program. Part of this discussion will also involve a plan to grow the program and increase faculty as there is evidence of need following our policies for faculty workload.</p>	<p>The Teacher Education Program Director and the School Dean.</p>	<p>N/A</p>	<p>N/A</p>	<p>This task will be ongoing and subject to annual review each year in May.</p>	<p>We hope to eliminate unnecessary endorsement areas as determined through careful examination.</p>				
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Ferrum College

Strategic Plan for Teacher Education Program

The Teacher Education program's greatest strengths are the following:

- Personalized attention in upper level classes
- Internships in every class
- Dedicated staff
- Introduction to technology early in program
- Close working relationship among faculty
- Designated academic secretary to handle paperwork
- Pedagogical soundness in sequence of classes
- Clinical Cycles and Action Research (reflection) wedded together during Student Teaching

During the next three years, the Teacher Education program would like to build on our strengths by:

- 1. Additional technology:**
 - Training in Activ Board
 - Instructional teaching technology training for students
 - Access to technology personnel with knowledge of Activ Board usage
- 2. Acclimating a new faculty member:**
 - Mentorship in terms of intricacies of program, such as Clinical Cycles
 - Program Assessment training
 - Campus Assessment for the program
 - Federal Assessment of the program
 - Understanding and training on the goals of the program
- 3. Redesigning the program after the spring 2013 accreditation visit:**
 - Add Introduction to Reading class
 - Reclaim methods classes for elementary – science, math, social studies
 - Meeting new standards and competencies for the state which also will require a whole new set of assessments to measure those standards and competences
 - Add separate Assessment class – pull content from current overload class
 - Redesign EDU 302 content

The Teacher Education program is/has been involved with the Center for Community Engagement before the center was developed. From the work by Ferrum students with students in McDowell County, West Virginia to the model design of a school for Juba, South Sudan, the Teacher Education Program has worked to develop leaders in making change in the world, both locally and internationally. Some of our ideas for next year include:

- Identifying a social issue in each school where students serve as interns to develop leadership – each course to identify an issue
- Designing a social action project in EDU 352 and 353, 355, 357, 358, 360

Teacher education programs face challenges that come from external sources:

- Ongoing state changes requiring the careful attention of a program director and the full attention of faculty
- Need for more academically sustainable candidates based on the requirements set by the state
- Need for education students to have better preparation by the Math Department – passing rates for Math Praxis I and II tests.

Curriculum changes over the next three years will be driven by state and federal changes in Teacher Education programs. These changes will need to occur based on the new standards and competencies. Some now known will include:

- Taking back the methodology courses from content areas – math, science, social studies
- Adding the Literacy Foundation class
- Changes in Teacher Assessment (the new teacher evaluation system mandated by the legislature of the Commonwealth must be integrated into current and new courses)
- Redesign the EDU 202 and 302 (possibly combining them in some way)

Our program assessments demonstrate that students struggle with applying the framework outcomes to their lesson planning and philosophical stance. Some of these specific areas are:

- APA documentation
- The application of differentiation in their student teaching experience
- Use of questioning from model (Bloom's Taxonomy)
- Understanding of Global and Multicultural issues in relation to the population of student served.

Consistency in faculty expectations will be helpful in moving the program forward. Having a new colleague will require time for understanding this unique program. For a time, the program was run with less consistency. Now that students are held to more consistent standards, students are rising to

those expectations. The push from the federal government is looming in regards to a closer look at all Teacher Education programs.

The Teacher Education program has some innovative ideas:

1. A yearlong student teaching experience where students start in a public school classroom the semester prior to the semester student teach. Students would co-teach four days in the classroom and spend one day on campus taking remaining course work. By extension this would be a two year program - meaning that when they finish their student teaching semester, the public school would be willing to hire the student as a teaching assistant for a year, and the professor would follow the student for a year while they are teaching with a mentor teacher, where, hopefully, the mentor starts out teaching, then co-teaching would occur, followed by the candidate teaching.

The School of Social Science and Professional Studies can provide help for program development during the next three years through:

- Support for changes by providing funds for conferences, seed money for the new ideas and grant writing support
- Allowing release time to work on program advancement
- Encouraging admissions to bring in more academically sustainable students (determined, great disposition, academically competent, and imaginative)
- Building up the professional studies portion of our school – (social work, business, accounting and education – need building up and need to be recognized)
- T-shirts! We need to be recognized on campus!

Help us become a connected school!

Thanks for the opportunity!