Virginia Board of Education Agenda Item

Agenda Item: E **Date:** March 17, 2016

Title	First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit the Teacher Education Program at Lynchburg College through a Process Approved by the Board of Education		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure		
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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: June 26, 2014
Action: The professional education program at Lynchburg College was "accredited with stipulations."

Action Requested:
Action will be requested at a future meeting. Specify anticipated date below:
Date: April 28, 2016

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.

Lynchburg College currently offers the following Board of Education approved program endorsement areas at the undergraduate and graduate levels:

Approved Program Endorsement Areas	Undergraduate	Graduate
Elementary Education PreK-6	X	
English	X	
Foreign Languages: French PreK-12	X	
Foreign Languages: Spanish PreK-12	X	
Health and Physical Education PreK-12	X	
History and Social Sciences	X	
Mathematics	X	
Mathematics – Algebra I (Add-on endorsement)	X	
Music Education: Instrumental PreK-12	X	
Music Education: Vocal/Choral PreK-12	X	
Science: Biology	X	
Science: Chemistry	X	
Science: Earth Science	X	
Science: Physics	X	
Theatre Arts PreK-12	X	
Visual Arts PreK-12	X	
Administration and Supervision PreK-12		X
Reading Specialist		X
School Counselor PreK-12		X
Special Education: Adapted Curriculum K-12		X
Special Education: Early Childhood Special Education (Birth through Age 5)		X
Special Education: General Curriculum K-12	X	X

Summary of Important Issues:
Lynchburg College requested accreditation through the Board of Education approved process. The original on-site visit to review the program was conducted on October 26-30, 2013. The overall recommendation of the on-site review team in 2013 was that the professional education program be "accredited with stipulations." The team made this recommendation based on the information in the

2013 *Institutional Report* and the evidence available during the October 26-30, 2013, on-site visit. The full 2013 Institutional Report and supporting documents leading to the follow-up visit can be found in the June 26, 2014, Board of Education agenda (http://www.doe.virginia.gov/boe/meetings/2014/06_jun/agenda_items/item_d.pdf).

The 2013 review team's recommendations for each of the four standards were as follows:

Standards	Review Team Recommendations
Standard 1: Program Design	Met Minimally with Significant Weaknesses
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met Minimally with Significant Weaknesses

The weaknesses identified by the 2013 review team were as follows:

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….*

Weakness 1: Alignment of the philosophy, mission statement and goals are not clearly articulated and do not reflect the current faculty. Goals have not been aligned with conceptual framework.

Weakness 2: Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. No evidence of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.

Weakness 3: There is no evidence that all education endorsement programs have established a valid and reliable assessment program that aligns with the School of Education and Human Development.

Weakness 4: Other than at the candidate program completion, no evidence was provided to the on-site review team that evaluation instruments reflecting program goals are used to collect data at various points in the program.

Weakness 5: There is no evidence that a systematic and ongoing process of gathering, reporting and analyzing program data has been established to report program strength, areas needing improvement, a plan for implementation of identified improvements, and an assessment of outcomes.

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….*

Weakness 1: Candidate competency is demonstrated through the inclusion of a list of courses and projects that candidates complete. No summary data were provided to indicate candidate strengths and weaknesses.

Weakness 2: Candidates' assessment scores provided by cooperating teachers and supervisors along with the WEAVE online® documents indicate that data are collected. However, with the exception of the program in administration and supervision, it was not clear that these assessments are used to inform faculty of the progress either of the candidates or to identify trends in the program.

Weakness 3: Although technology support was available through Lynchburg College, during interviews with the on-site team candidates reported they were not prepared to integrate technology into instruction.

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

Weakness 1: An intentional review, analysis, and the reporting of a faculty member's work performance by the supervisor, in addition to faculty self-reflection, are needed to strengthen the dean's ability to track whether or not the evaluation assessment is making a positive impact on course instruction.

Weakness 2: The on-site review team found no evidence of specific plans to retain qualified and diverse faculty.

Weakness 3: No evidence of a systematic method for assigning advisees to ensure equitable and effective placements was provided.

Weakness 4: Funding for off-campus professional development and scholarly activities is limited to the extent that faculty members are unlikely to be able to participate at a national level.

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

Weakness 1: The professional education program is not clearly defined. The Dean of the School of Education has no authority for the budget and allocation of resources or input regarding the preparation of candidates in the graduate programs leading to endorsements in Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.

Weakness 2: Although Lynchburg College has in place a strategic plan and goals, the goals of the School of Education and Human Development do not align with the goals of the College. Based on the information provided, the on-site review team could

not determine the specific goals of the professional education program.

Weakness 3: No long-range planning for the professional education program was provided.

Weakness 4: There is no evidence of consistent and regular meeting times for the community partners, faculty and staff, decision making, collaboration, and strategic planning among these groups. Input and feedback are disjointed and lack the cohesiveness necessary to make decisions and recommendations for program improvement.

Weakness 5: No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.

Weakness 6: No definitive evidence (i.e., minutes of meetings) was provided to the on-site review team regarding input from the Board of Advisors and the Teacher Preparation Council to confirm that decisions are made on a regular basis that would impact the effective operation and/or implementation of the professional education program. This is a continued area cited as a recommendation made during the previous on-site visit.

On April 28, 2014, the Advisory Board on Teacher Education and Licensure (ABTEL) reviewed the 2013 *Professional Education Program Review Team Report of Findings* and *Lynchburg College's Response*. Dr. Jan Stennette, former dean of the School of Education and Human Development, was available during the meeting to respond to questions from ABTEL members. The Advisory Board on Teacher Education and Licensure recommended to the Board of Education that the Lynchburg College professional education program be "accredited with stipulations."

At the May 22, 2014, Board of Education meeting, the recommendation of the Advisory Board on Teacher Education and Licensure was presented. Dr. Jan Stennette responded to questions regarding the team's findings. During the discussion, Board members requested that Lynchburg College submit a plan outlining how the College would address the weaknesses cited in the on-site review team's report.

On June 26, 2014, the Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to accept the review team's recommendation that the professional education program at Lynchburg College be "accredited with stipulations." This approval was contingent on the quarterly status report due by September 30, 2014, updating the progress of correcting the weaknesses. The professional education program met the standards minimally, but significant weaknesses were identified. Within a two-year period, the professional education program must fully meet standards as set forth in section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Lynchburg College Response

In response to the Board of Education's request, Lynchburg College submitted a status report on September 30, 2014, providing specific actions and plans proposed to address the weaknesses.
On April 21, 2015 a final *Follow-Up Institutional Report* was sent by former Dean Stennette to the

Director of Teacher Education, Dr. Joan Johnson, summarizing program improvements implemented to address the deficiencies. Upon receipt of the report and review by Dr. Johnson, a follow-up on-site campus review visit was scheduled on April 29-30, 2015.

Following setting the date for the monitoring visit, Dr. Stennette announced her retirement, and the College Board approved the appointment of Dr. Roger Jones as the new college Dean. As a result of this change in program leadership and reorganization of unit structure, two monitoring visits were held. The first review visit was held on April 29-30, 2015, to review the extent to which the weaknesses had been addressed, and the second review was held on October 30, 2015, to evaluate the implementation of proposed plans by the new department administration to correct the cited weaknesses.

The overall recommendation of the follow-up review team was that the professional education program be "Accredited." The team made this recommendation based on the information available in the 2013 and 2015 *Institutional Report*s and the evidence available during both on-site visits in April and October 2015. Specific details for each standard are identified in the *2015 Professional Education Program Follow-Up Monitoring Review Team Report of Findings* (See Appendix A). Additionally, a letter from Lynchburg College acknowledging the team's report can be found in Appendix B.

The 2015 review team's recommendations for each of the four standards were as follows:

Standards	Review Team Recommends
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

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

Timetable for Further Review/Action:
This item will be presented to the Board of Education for final review at the April 28, 2016, meeting.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure's recommendation that the professional education program at Lynchburg College be accredited.

Appendix A

Professional Education Program Follow-Up Monitoring Review Team Report of Findings

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

PROFESSIONAL EDUCATION PROGRAM FOLLOW-UP MONITORING REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Lynchburg College
Lynchburg, Virginia

April 29-30, 2015 and October 30, 2015

***Members of the Review Team*:**

Dr. Joan Johnson, Chair
Dr. Mary Ann Norman
Dr. Paul "Andy" Cox

State Consultant:
Dr. Joan Johnson

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SUMMARY OF PROFESSIONAL EDUCATION PROGRAM RECOMMENDATIONS BASED ON FINDINGS

Institution: Lynchburg College (October 2015)

Standards		Review Team Recommendations
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.	X Met
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.	X Met
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.	X Met
Standard 4	**Governance and Capacity.** The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.	X Met

Overall Recommendation: ***Accredited***: The professional education program has fully met standards as set forth in section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

I. Background

Lynchburg College requested accreditation through the Board of Education approved process. Lynchburg College currently offers the following Board of Education approved program endorsement areas at the undergraduate and graduate levels:

Approved Program Endorsement Areas	Undergraduate	Graduate
Elementary Education PreK-6	X	
English	X	
Foreign Languages: French PreK-12	X	
Foreign Languages: Spanish PreK-12	X	
Health and Physical Education PreK-12	X	
History and Social Sciences	X	
Mathematics	X	
Mathematics – Algebra I (Add-on endorsement)	X	
Music Education: Instrumental PreK-12	X	
Music Education: Vocal/Choral PreK-12	X	
Science: Biology	X	
Science: Chemistry	X	
Science: Earth Science	X	
Science: Physics	X	
Theatre Arts PreK-12	X	
Visual Arts PreK-12	X	
Administration and Supervision PreK-12		X
Reading Specialist		X
School Counselor PreK-12		X
Special Education: Adapted Curriculum K-12		X
Special Education: Early Childhood Special Education (Birth through Age 5)		X
Special Education: General Curriculum K-12	X	X

2013 Accreditation Review and Board of Education Action

The original on-site visit to review the program was conducted on October 26-30, 2013. The overall recommendation of the on-site review team in 2013 was that the professional education program be "accredited with stipulations." The team made this recommendation based on the information in the 2013 *Institutional Report* and the evidence available during the October 26-30, 2013, on-site visit. The full 2013 Institutional Report and supporting documents leading to the follow-up visit can be found in the June 26, 2014, Board of Education agenda item. (http://www.doe.virginia.gov/boe/meetings/2014/06_jun/agenda_items/item_d.pdf).

The 2013 review team's recommendations for each of the four standards were as follows:

Standards	Review Team Recommendations
Standard 1: Program Design	Met Minimally with Significant Weaknesses
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met Minimally with Significant Weaknesses

The weaknesses identified by the 2013 review team are as follows:

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….*

Weakness 1: Alignment of the philosophy, mission statement, and goals are not clearly articulated and do not reflect the current faculty. Goals have not been aligned with conceptual framework.

Weakness 2: Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. No evidence was found of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.

Weakness 3: There is no evidence that all education endorsement programs have established a valid and reliable assessment program that aligns with the School of Education and Human Development.

Weakness 4: Other than at the candidate program completion, no evidence was provided to the on-site review team that evaluation instruments reflecting program goals are used to collect data at various points in the program.

Weakness 5: There is no evidence that a systematic and ongoing process of gathering, reporting and analyzing program data has been established to report program strength, areas needing improvement, a plan for implementation of identified improvements, and an assessment of outcomes.

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….*

Weakness 1: Candidate competency is demonstrated through the inclusion of a list of courses and projects that candidates complete. No summary data were provided to indicate candidate strengths and weaknesses.

Weakness 2: Candidates' assessment scores provided by cooperating teachers and supervisors along with the WEAVE online® documents indicate that data are collected. However, with the exception of the program in administration and supervision, it was not clear that these assessments are used to inform faculty of the progress either of the candidates or to identify trends in the program.

Weakness 3: Although technology support was available through Lynchburg College, during interviews with the on-site team candidates reported they were not prepared to integrate technology into instruction.

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

Weakness 1: An intentional review, analysis, and the reporting of a faculty member's work performance by the supervisor, in addition to faculty self-reflection, are needed to strengthen the dean's ability to track whether or not the evaluation assessment is making a positive impact on course instruction.

Weakness 2: The on-site review team found no evidence of specific plans to retain qualified and diverse faculty.

Weakness 3: No evidence of a systematic method for assigning advisees to ensure equitable and effective placements was provided.

Weakness 4: Funding for off-campus professional development and scholarly activities is limited to the extent that faculty members are unlikely to be able to participate at a national level.

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

Weakness 1: The professional education program is not clearly defined. The Dean of the School of Education has no authority for the budget and allocation of resources or input regarding the preparation of candidates in the graduate programs leading to endorsements in Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.

Weakness 2: Although Lynchburg College has in place a strategic plan and goals, the goals of the School of Education and Human Development do not align with the goals of the College. Based on the information provided, the on-site review team could not determine the specific goals of the professional education program.

Weakness 3: No long-range planning for the professional education program was provided.

Weakness 4: There is no evidence of consistent and regular meeting times for the community partners, faculty and staff, decision making, collaboration, and strategic planning among these groups. Input and feedback are disjointed and lack the cohesiveness necessary to make decisions and recommendations for program improvement.

Weakness 5: No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.

Weakness 6: No definitive evidence (i.e., minutes of meetings) was provided to the on-site review team regarding input from the Board of Advisors and the Teacher Preparation Council to confirm that decisions are made on a regular basis that would impact the effective operation and/or implementation of the professional education program. This is a continued area cited as a recommendation made during the previous on-site visit.

On April 28, 2014, the Advisory Board on Teacher Education and Licensure (ABTEL) reviewed the 2013 *Professional Education Program Review Team Report of Findings* and *Lynchburg College's Response.* Dr. Jan Stennette, dean of the School of Education and Human Development, was available during the meeting to respond to questions from ABTEL members. The Advisory Board on Teacher Education and Licensure recommended to the Board of Education that the Lynchburg College professional education program be "accredited with stipulations."

At the May 22, 2014, Board of Education meeting, the recommendation of the Advisory Board on Teacher Education and Licensure was presented. Dr. Jan Stennette, Dean of the School of Education and Human Development, responded to questions regarding the team's findings. During the discussion, Board members requested that Lynchburg College submit a plan outlining how the College would address the weaknesses cited in the on-site review team's report.

During the June 26, 2014, Board of Education meeting, the Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to accept the review team's recommendation that the professional education program at Lynchburg College be "accredited with stipulations." This approval was contingent on the status report due by September 30, 2014, updating the progress of correcting the weaknesses. The professional education program met the standards minimally, but significant weaknesses were identified. Within a two-year period, the professional education program must fully meet standards as set forth in section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Lynchburg College Response

In response to the Board of Education's request, Lynchburg College submitted a status report on September 30, 2014, providing specific actions and plans proposed to address the weaknesses. A final *Follow-Up Institutional Report* was sent by Dean Stennette to the Director of Teacher Education, Dr. Joan Johnson, on April 21, 2015, to summarize program improvements implemented to address the deficiencies. Upon receipt of the report and review by Dr. Johnson, a follow-up on-site campus review visit was scheduled on April 29-30, 2015. The Teacher Education staff provided technical support to assist the Lynchburg College faculty in preparation for the fall 2015 visit.

Following setting the date for the monitoring visit, Dr. Stennette announced her retirement, and the College Board approved the appointment of Dr. Roger Jones as the new college Dean. As a result of this change in program leadership and reorganization of unit structure, two monitoring visits were held. The first review visit was held on April 29-30, 2015, to review the extent to which the weaknesses had been addressed, and the second review was held on October 30, 2015, to evaluate the implementation of proposed plans by the new department administration to correct the cited weaknesses. Appendices A and B contain the 2015 meeting/interview schedules and a list of evidence provided to the follow-up visiting team.

Follow-Up Monitoring Visits

Following the April and October 2015 monitoring visits and collection of related evidence, the team's recommendations for each of the four standards are as follows.

Standards	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

II. Evidence of Remediation of Weaknesses

Below are major changes implemented by Lynchburg College since the 2013 Review Team visit and the standards, weaknesses, and the supporting evidence that the deficiencies have been addressed.

Major Changes Implemented by Lynchburg College
Since the 2013 Review Team Visit

The faculty and administration have implemented major changes to address weaknesses and stipulations identified by the review team in October 2013. The changes included the following:

- **Appointed a college-wide committee responsible for development and implementation of an ongoing and sustained faculty development program:** The Vice President of Institutional Effectiveness confirmed that faculty in the School of Education, Leadership Studies, and Counseling (SELC) are provided equitable opportunities for professional development in this new program.

- **Established the Diversity Committee:** The committee is responsible for the review of hiring and recruiting of diverse faculty members in the School of Education and related programs. The meeting minutes from June 2014 reflected a discussion of challenges in attracting diverse applicant faculty to the Lynchburg College campus. However, the 2014 committee minutes acknowledge a new hire for the counseling program is a minority.

- **Reorganized the Structure of School of Education, Leadership and Counseling Programs:** Reorganization of the School of Graduate Studies and the School of Education and Human Development was proposed in January 2015 as the main institutional strategy to address the weaknesses cited in Standard 4 during the initial accreditation visit in 2013. A more viable organization model was agreed upon and was sent to the Board of Trustees for recognition during the May 2015 meeting. The proposed reorganization included changing the name of the School of Education and Human Development to the School of Education, Leadership Studies, and Counseling (SELC) and appointing of a new dean. [Dr. Jan Stennette announced her retirement that became effective May 2015.]

- **Approved a revised statement of program philosophy, purposes, and goals collaboratively developed by all programs within the school (April 2015):** The institutional report provided a description of the collaborative development process across all education related programs in the School of Education, Leadership Studies, and Counseling.

- **Revised the conceptual framework (June 2015):** The new conceptual framework includes a clearer delineation of the knowledge, skills, and dispositions contained within the description of the program goals. The conceptual framework for the School of Education, Leadership Studies, and Counseling is "Educate, Engage, Lead, and Serve."

This framework is implemented in all education (endorsement) programs within the unit: undergraduate teacher preparation, educational leadership, and school counseling. While these education programs operate within the unit, each is required to meet distinct program competencies established by the state. According to Dean Jones in supporting documents shared during June 2015, "Each has its own program goals to prepare entry level teachers, entry level administrators, and entry level counselors. While there is a connection among the programs, each defines certain elements of the program structure differently. The Conceptual Framework includes the same terminology; the definitions of each term are interpreted within the context of each program."

- **Appointed a new dean for the reorganized School of Education, Leadership Studies, and Counseling:** Effective July 1, 2015, Dr. Roger Jones who previously served as the Chair of the Leadership Studies Department, was appointed dean and assumed all administrative responsibility for the School of Education, Leadership Studies, and Counseling, including budgeting, recruiting and hiring faculty, evaluating faculty, assessing programs, developing curricula, assessing student learning outcomes, and administering programs, including recommendations for licenses.

- **Proposed changes in the function and structure of both the Advisory Board and the Teacher Preparation Council (TPC):** Advisory board changes were initiated for the 2015-16 academic year. Dr. Roger Jones, dean, provided information explaining that both existing advisory organizations have been restructured, and their missions were redefined to engage more fully with program improvement and policy development.

- **Developed and implemented pilot online data collection assessment system for field experiences:** System data were collected to include mid-term field experience evaluation and student teaching evaluation data for fall 2015. According to the *Response to the State Accreditation Visiting Team* submitted by Dean Jones in August 2015, "As a result of the state visit in 2013, the faculty of the School of Education, Leadership Studies, and Counseling (SELC) began a process to re-examine our entire assessment system. The goal was to justify usage or make changes, link it appropriately to program goals, determine its validity and reliability, and show that the tools reflect appropriate learning."

- **Convened an August 2015 faculty retreat for development of assessment system review:** During the retreat, faculty completed the review of program goals, reexamined program assessment tools and related data from spring 2015, and reviewed the assessment system. Retreat outcomes included realignment of unit assessments with unit goals and restructure of the Advisory Board and supporting committees (August 17 retreat minutes)**.** These changes were confirmed through on-site visit and interviews (October 2015).

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

Standard 1

A. 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….*

Weakness 1: Alignment of the philosophy, mission statement, and goals are not clearly articulated and do not reflect the current faculty. Goals have not been aligned with conceptual framework.

Evidence:
Following the original site visit in October 2013, School of Education, Leadership Studies, and Counseling (SELC) faculty revisited program goals and re-examined the assessment tools to ensure that they reflect the goals identified in program and focus on knowledge, skills, and dispositions. Evidence was provided during the April 2015 visit to substantiate that the goals and assessments of the Leadership Studies and School Counseling programs had been aligned with the overall unit goals. The current Conceptual Framework includes statements of program philosophy that reflect the Department of Education's mission statements for undergraduate and graduate programs.

The following evidence was provided to the visiting team during the October 2015 visit to support Standard 1:

- Catalogs
- Student Teaching Handbook
- Agenda for faculty meetings and August 2015 retreat
- Faculty Meeting Minutes
- Teacher Preparation Council (TPC) meeting minutes
- Faculty Retreat Minutes (August 16 and 17, 2015)
- Copies of all elementary and secondary data shared during the August 2015 retreat
- Copies of revised syllabi
- Revised rubrics for field experiences (August 2015)
- Faculty interviews during the October 2015 site visit

The revised philosophy, mission statement, newest conceptual framework, and goals were found on printed materials, including the 2015-2016 *Undergraduate and Graduate Catalogs*, posted on the web site, and in the *Student Teaching Handbook*.

SELC operates under a conceptual framework of "Educate, Engage, Lead, and Serve." The framework remains the foundation of the programs within the school. SELC has five program goals, and each education (endorsement) program links its goals to the program goals. During the August 2015 retreat, faculty decided to refer to the overall goals as School Goals (both

graduate and undergraduate). Teacher Preparation Program (TPP) goals will be referred to as TPP goals. The TPP include all undergraduate education (endorsement) programs.

The School Goals state that candidates should achieve the following:

> School Goal 1: Demonstrate a breadth of content knowledge based on a strong liberal arts program and focused inquiry in academic disciplines.
>
> School Goal 2: Possess a depth of professional knowledge based on rigorous coursework and multiple diverse practical experiences.
>
> School Goal 3: Possess strong character and balanced perspectives, and understand, respect and support human diversity.
>
> School Goal 4: Demonstrate an awareness of the need for service to stakeholders in communities at home and abroad using clear communication, ethical guidelines and professional confidentiality.
>
> School Goal 5: Demonstrate the ability to collaborate with stakeholders to identify and solve problems as leaders in classrooms, schools, and communities.

In addition to the School Goals, the Teacher Preparation Program has specific program goals and standards that are measured at several program gateways. Faculty advocated for linking the TPP goals back to SELC goals, and this change is noted below:

> TPP Goal Standard 1: Demonstrate professional knowledge and accurate content appropriate knowledge for licensure endorsement area (linked to School Goals 1 and 2)
>
> TPP Goal Standard 2: Demonstrate the ability to engage and motivate students by planning effective instruction based on their knowledge of how all children learn (linked to School Goal 3)
>
> TPP Goal Standard 3: Design, deliver, and reflect on instruction based on needs and intended student outcomes (linked to School Goal 2)
>
> TPP Goal Standard 4: Demonstrate the ability to create successful learning environments (linked to School Goal 4)

TPP Goal Standard 5: Demonstrate the ability to analyze assessment information to support instructional practices (linked to School Goal 4)

TPP Goal Standard 6: Demonstrates ability to communicate, collaborate, and make ethical and professional judgments (linked to School Goals 4 and 5).

Professional education program faculty and administrators and graduate program faculty demonstrated a strong commitment to the realignment of the philosophy, mission, and goals. During interviews, individuals and faculty groups explained the conceptual framework and alignment with the program. The August 2015 Faculty Retreat minutes summarized that the following sample of course curriculum (Teacher Preparation Program: EDUC 201-Classroom Management, EDUC 202-Field Experience I, EDUC 211-Instructional Strategies, EDUC 313-Reading and Language Acquisition I, and EDUC 320-Field Experience II) were aligned with unit goals and the new conceptual framework. Documentation of course materials, such as class assignments and several revised syllabi (EDUC 201-Classroom Management, 202-Field Experience I, 211-Instructional Strategies, 313-Reading and Language Acquisition I, and 320-Field Experience II), illustrated how both the Virginia *Standards of Learning* (SOL) and unit goals are addressed in those courses. Lynchburg College's Advisory Board meeting minutes dated August 26, 2015, state that the realigned philosophy, mission, and goals were shared with community stakeholders, and support was provided for the changes.

Weakness 2: Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. No evidence was found of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.

Evidence:
The reorganization of all departments was the major strategy implemented to address the weakness in collaboration across the undergraduate and graduate programs. All education (endorsement) programs were consolidated under the restructured School of Education, Leadership Studies, and Counseling Department which was constituted on July 1, 2015. Refer to Appendix C for new organizational chart. Effective July 1, 2015, the new Dean provides leadership for all programs, including the administration of all programs and related assessment plans.

Faculty from SELC attended a two-day retreat in August 2015 and participated in subsequent follow-up faculty meetings to focus on schoolwide issues related to unit goals and assessment system. Evidence of collaboration between faculty and academic departments was gathered from faculty interviews, meeting agendas, minutes, and work products, such as the revised assessment system model. The full assessment system and aligned goals are presented to address Standard 1-Weaknesses 4 and 5 later in the document (See Table 1 and Appendix D).

The August 2015 Faculty Retreat minutes highlighted faculty plans and activities for continued evaluation of all program assessment gates and instruments to ensure consistency across program

goals and assessment tools for all programs. Minutes also highlighted further collaboration among all faculty in strategic planning for the state's transition to national accreditation by the Council for the Accreditation of Education Program (CAEP).

The Dean of SELC began a process of meeting one-on-one with Teacher Preparation Council (TPC) members and program coordinators. The purpose of these meetings is to review each program across all academic disciplines and explore strategies to improve the programs. 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.

Given the program evidence supplied, the reorganized governance structure has provided opportunities for the collaboration between graduate program and professional education faculty across professional education program responsibilities.

Weakness 3: There is no evidence that all education endorsement programs have established a valid and reliable assessment program that aligns with the School of Education and Human Development.

Evidence:
The 2015 review team was able to verify that the School of Education has established an assessment system that aligns with the new program goals and student outcomes. The following evidence is provided to highlight unit current practices and procedures in the development of validity and reliability.

During faculty and Teacher Preparation Council meetings held during the spring 2014, summer and fall 2015 semesters, Mr. Mike Kelley, Director of Field Experiences, led the faculty in a review of the current field experience evaluations to determine if the content matched program outcomes. Faculty identified several areas for improvement, including the mismatch with the field experience assessment instruments and program goals. During those meetings, multiple modifications in evaluation criteria and course syllabi were recommended by faculty to better measure student outcomes during the field experience. Specifically, the evaluation forms were revised to improve alignment with program goals for field experiences and student teaching course work (EDUC 202, EDUC 320, EDUC 420, and EDUC 444). All evaluation forms have now been placed on Google Docs as of spring 2015. The web-based system will encourage more data sharing and effective data collection and analysis. Mr. Kelly indicated future plans to work with cooperating teachers in 2016 to develop inter-rater reliability for completing all field experience evaluations.

The October 2015 *Institutional Report* highlighted faculty discussions and meetings used to reexamine the program-level assessment tools for validity and reliability. The first annual faculty retreat was held in August 2015 to review the entire assessment system and the supporting program gates. Dean Jones stated during a follow-up team interview held on October 30, 2015, that "faculty focused on content validity of the instruments in conjunction with data collected in the spring 2015."

Faculty retreat minutes dated August 17 and 18, 2015, provided documentation of faculty discussions on the establishment of a monitoring system to ensure reliability and validity of the assessment system. The faculty plan includes the use of course syllabi, course assignments, test results, practicum experience evaluations, and internship assessments to monitor student outcomes. The professional education program monitors individual candidate progress on several courses and field experience assessments, but the new plan implements an annual review of candidate assessment data to provide evidence of the extent to which all candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.

Evidence from interviews with Mr. Mike Kelley, Director of Field Experiences, provided documentation of restructured field experiences and course syllabi to create consistency with program goals (October 2015). Faculty plan to review the data collected from the Fall 2015 experiences to ensure that the content is reflective of new program goals.

Weakness 4: Other than candidate program completion, no evidence was provided to the on-site review team that evaluation instruments reflecting program goals are used to collect data at various points in the program.

Evidence:
Assessments for general program goals are woven through each program. The evidence is provided through course syllabi, course assignments, test results, practicum experiences, and internship assessments. WEAVE, the university's assessment system, is particularly important in the assessment of the general program goals. In addition, each program area has specific program goals and assessments.

As a result of the faculty retreat held in August 2015, documentation was provided to highlight faculty review of program goals and data collection points across all programs. Faculty retreat meeting minutes outline how Teacher Preparation Program (TPP) Goals and Standards are measured in a variety of ways, including four Gateways connected to the program. Requirements for all Gateways for TPP are posted at:
www.lynchburg.edu/academics/school-of-education-leadership-studies-counseling/student-teaching-and-teacher-preparation/

The following chart was approved during the August 2015 Faculty Retreat. The faculty of the School of Education, Leadership Studies, and Counseling believe in guiding, motivating, and nurturing candidate and student learning, through an integrated liberal arts education enhanced by rigorous professional studies at the undergraduate level and through intensive research based programs at the graduate level. All candidates are encouraged to engage, lead, serve, and educate through varied experiential opportunities, learning based curricula, and engagement in and service to a global community.

General program goals for all education (endorsement) programs:

- Demonstrate a breadth of content knowledge based on a strong liberal arts program and focused inquiry in academic disciplines.

- Possess a depth of professional knowledge based on rigorous coursework and multiple diverse practical experiences.
- Possess strong character and balanced perspectives, and understand, respect and support human diversity.
- Demonstrate an awareness of the need for service to stakeholders in communities at home and abroad using clear communication, ethical guidelines and professional confidentiality.
- Demonstrate the ability to collaborate with stakeholders to identify and solve problems as leaders in classrooms, schools, and communities.

The following table provides a crosswalk of goals and related assessment for undergraduate and graduate education (endorsement) programs.

Table I: Program Area Goals and Assessments for Teacher Preparation Programs, Educational Leadership, and School Counseling
Teacher Preparation Programs
●Demonstrate professional knowledge and accurate content appropriate knowledge for education (endorsement) programs. **Assessments:** <u>Application to Teacher Preparation Program (TPP)</u> – requires completion of core courses, GPA of 2.5, passing scores on the Virginia Communication and Literacy Assessment (VCLA) or SAT/ACT score equivalents and the Praxis Core Mathematics Assessment. <u>Application to Student Teaching</u> – requires acceptance in the TPP, GPA of 2.5 overall and 2.7 in the major (for all courses in the major, candidates must obtain a minimum of a C- and minimum of B- in field experience), scores on the appropriate licensure assessments – VCLA, Praxis II, Reading for Virginia Educators (when applicable) – and three recommendations from professors in the School of Education, Leadership Studies, and Counseling (SELC), as well as other recommendations from faculty in the Arts and Sciences. The recommendation requires professors to assess candidate qualifications and dispositions for teaching. <u>Application for Licensure</u> – All candidates for licensure must have completed the approved teacher education program, including student teaching and passing all Virginia Board of Education assessment requirements. Candidates also must pass background checks before each field placement and complete training in Emergency First Aid, Cardiopulmonary Resuscitation (CPR), and the use of Automated External Defibrillators (AED) and Child Abuse Recognition and Intervention. ●Demonstrate the ability to engage and motivate students by planning effective instruction based on their knowledge of how all children learn. ●Demonstrate the ability to create successful learning environments. **Assessments:** Cooperating teachers, principals, and supervisors complete mid-term and final

evaluations (rubrics) in each field experience by addressing seven core qualities which include planning, assessing, and professionalism. During student teaching, formal observations are conducted by the cooperating teacher three times during the placement and six times by the college supervisor using evaluation tools reflecting the core areas of the Virginia Board of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.

●Design, deliver, and reflect on instruction based on needs and intended student outcomes.
●Demonstrate the ability to analyze assessment information to support instructional practices.

Assessments:
Assessment procedures and analysis are taught in professional courses and practiced in classes and in field experiences. Journals, portfolios, presentations, and exams are used to demonstrate understanding and ability to reflect on instruction. Course grades reflect achievement in these areas. Cooperating teachers, principals, and supervisors complete mid-term and final evaluations in each field experience by addressing seven performance standards [*Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*], including planning, assessing, and professionalism. During student teaching, formal observations are conducted by the cooperating teacher three times during the placement and six times by the college supervisor using evaluation tools reflecting the performance standards.

●Demonstrates ability to communicate, collaborate, and make ethical and professional judgments.

Assessments:
To graduate, candidates must take a required number of courses that are designated "Writing Enriched" (WE) courses. All undergraduate education (endorsement) program candidates are required to take two WE courses. These courses emphasize writing process and products. Grades in these courses reflect students understanding and use of communication skills.

Cooperating teachers, and/or principals, and supervisors complete mid-term and final evaluations (rubrics) in each field experience by addressing the seven performance standards [*Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*].

Recommendations from professors across departments are considered in the application process for student teaching. These recommendations address dispositions for teaching. During student teaching, formal observations are conducted by the cooperating teacher three times during the placement and six times by the college supervisor using evaluation tools reflecting the seven performance standards.

Educational Leadership (Administration and Supervision)

●Generate and communicate a vision that promotes student learning.

***Assessment:** A rubric scored assessment demonstrating written evidence that the mission, vision, procedures, rules, and culture are reviewed, analyzed, and shared.

●Acquire the knowledge and skills to engage in instructional leadership.

***Assessment**: A rubric scored assessment demonstrating written evidence that *Standards of Learning* data were analyzed and disaggregated.

●Manage resources, processes, and people in a manner that promotes student learning.

***Assessment**: A rubric scored assessment demonstrating written evidence that Standards of Accreditation were analyzed and shared with the leadership team.

●Build collaborative communities and serve a variety of stakeholders.

Assessment: During the internship, the supervising administrators assess that candidates demonstrated the ability to manage resources, involve families, and develop strategies for positive community relations.

●Engage with diverse groups and create just, fair, and caring schools.

***Assessment**: A rubric scored assessment demonstrating evidence that discipline data are disaggregated by race, socio-economics, gender, and disability. Evidence is also provided that patterns are noted and that strategies for improvement are identified.

●Understand the big picture of how all aspects of education connects and how they affect and influence the teaching and learning process.

Assessment: Obtain a passing score on the School Leaders Licensure Assessment (SLLA).

***See Appendix G of this report for aligned scoring rubrics for each leadership assessment.**

School Counseling

●Demonstrate an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

●Expand the understanding of the cultural context of relationships, issues, and trends in a multicultural society.

●Gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

●Cultivate an understanding of career development and related life factors.

●Convey an understanding of the counseling process in a multicultural society.

●Develop both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

●Extend the understanding of individual and group approaches to assessment and evaluation in a multicultural society.

●Acquire an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Assessment: The eight goals of the school counseling program are aligned to the Council for the Accreditation of Counseling and Related Educational Programs (CACREP standards). Multiple assessments are used to measure candidate growth. Those assessments are noted below:

1. Passing score on the Counselor Preparation Comprehensive Examination
2. Demonstration of the 29 required Skills and Practice Standards established by CACREP, as verified by the Internship Site Supervisor
3. Live supervision: observation and evaluation of counseling services followed by iterative discussion conducted by both the site and faculty supervisors (Minimum of 12 observations)
4. Assessment of each candidate's professional development and academic preparation conducted each semester by counseling program faculty
5. Summative evaluations of the candidate's professional competence and readiness for licensure completed by both the site and faculty supervisors

Weakness 5: There is no evidence that a systematic and ongoing process of gathering, reporting and analyzing program data has been established to report program strength, areas needing improvement, a plan for implementation of identified improvements, and an assessment of outcomes.

Evidence:
During the October 2015 visit, the implementation progress for the assessment systems were shared by faculty through interviews, the 2015 faculty retreat minutes, and actual data analysis. Interviews with SELC and Teacher Education Council members reported their understanding of the new formal assessment system and the future use of data for continuous improvement. The revised assessment system includes formal communications and a consistent structure with stakeholders, including the arts and sciences faculty. The previous assessment system was comprised of individual components that had not been clearly identified and aligned with program outcomes.

The new Dean and SELC program leadership demonstrate an understanding of the need for the assessment system to be continuous and systematic. The formal system now requires that program faculty monitor candidates at multiple transition points and provide information to key constituents to ensure program review and improvement (See Appendix D for Assessment System details).

Systematic reporting of competency assessments – passing rates for the VCLA, Praxis, and RVE data – were available during the April 2015 visit. The formalized assessment system containing the following four gateways for program assessment was presented in the October 2015 *Institutional Report Update*.

Gateways for Program Assessment	
Gateway 1	Entry into Teacher Preparation Program
Gateway 2	After Acceptance into TPP
Gateway 3	Student Teaching
Gateway 4	Post-Student Teaching

The program requires that candidates must meet all assessment requirements, including the Praxis Core, VCLA, Praxis II, and RVE (required only for elementary and certain special education endorsement areas) prior to student teaching. During the April 2015 on-site visit, faculty provided test scores reflecting data collected from 2008 to 2014 demonstrating compliance with the College's assessment requirements for admission to student teaching. The final phases of program assessments are captured during the student teaching experience and follow-up alumni surveys (Preparedness Survey). Additional information will be provided in the evidence sections addressing weaknesses initially identified in Standard 2.

The August 2015 Faculty Retreat minutes documented faculty evaluation and analysis of student data and assessment criteria alignment with program goals. Summary data from the fall 2014 for courses, EDU202: Field Experience I; EDU320: Field Experience II; EDU420: Field Experience III; and EDU444: Field Experience II-Secondary Minor, provided student outcome data related to professionalism. All field experience evaluation forms were modified in spring 2015 for alignment with Virginia's Uniform Performance Standards and school goals. (See Appendix F for Summary Data – Revised Assessment Instrument). The retreat provided faculty the opportunity to compare the 2014 data with data from the 2015 pilot administrations of the revised field experience assessments that had been modified to align with program and state performance outcomes. The faculty found that the data collected using the old evaluation forms demonstrated some dispositional qualities, but not information that could inform knowledge and skills of these students. Additionally, the faculty did not find alignment with program goals with the old evaluation forms. Faculty confirmed that the piloted assessments were aligned with program goals and performance standards.

The 2015 On-Site Review team also found evidence of systematic assessments from several college-level assessments, including program Self-Studies and WEAVE reports across both undergraduate and graduate endorsement programs (See Appendix E for a Sample WEAVE report). Interviews with SELC faculty confirmed that the process of using internal self-study reports is under further revision to inform programs of areas that will need improvement. The future collection of these additional data through different measures will inform continuous improvement.

Additional Information:
Lynchburg College is in a transition with a newly-reorganized department and new leadership. The review team noted that every person interviewed supported the program restructuring. Lynchburg College faculty expressed a commitment to continuing program improvement and developing appropriate measures to meet the Council for the Accreditation of Educator Preparation (CAEP) expectations in the future.

Recommendation for Standard 1

Recommendation for Standard 1 (October 2015): **MET**

Standard 2

B. *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.*

Weakness 1: Candidates competency is demonstrated through the inclusion of a list of courses and projects that candidates complete. No summary data were provided to indicate candidate strength and weaknesses.

Evidence:
Program faculty provided summary data for assessments for education (endorsement) programs and sample data used for the completion of several program WEAVE reports to demonstrate the College's candidates have knowledge of their content area. The curriculum presented in course syllabi and assignments and the program institutional report outline the opportunities candidates have to develop the basic knowledge and skills expected of beginning professionals. For example, the undergraduate Interdisciplinary Studies WEAVE report (See Appendix E) outlines several Student Learning Outcomes, including exhibiting skills to create a safe and supportive learning environment, planning appropriate instruction and assessment, and demonstrating content knowledge related to major field and the Virginia *Standards of Learning*. Applicants to the Teacher Education Program also must take and pass the Praxis Core assessments to be admitted to the program. All licensure assessments must be successfully completed for admission to student teaching.

Praxis II scores were used to demonstrate that teacher candidates possess required knowledge in their content area. The scores were reported for the following four-year periods: 2008-2009, 2009-2010, 2010-2011, and 2011-2012. Scores are reported only when there are ten or more candidates in an endorsement area to ensure that candidates could not be identified. The licensure assessment-related student summary data were provided in Excel files by faculty in the Teacher Education Program during the April 2015 on-site visit. The data indicated that all Lynchburg SELC candidates for student teaching met the Praxis II passing scores set by the Virginia Board of Education for each assessment listed.

Data analyses results are shared with the School faculty, Advisory Board, and the Teacher Preparation Council for discussion throughout the process. The analyses of these data (also included in College WEAVE reports) indicated that the passing rates on the Praxis Core Mathematics admission assessment are lower than on the previous Praxis I Mathematics test. In response to the information revealed in the data analysis, workshops were scheduled for Praxis Preparation for Mathematics, beginning in the fall 2015. Students also are encouraged to take advantage of the College Mathematics Lab for one-on-one tutoring.

The Director of Field Experiences provided the following data on pass rates for candidates' scores on the discontinued Virginia Reading Assessment (VRA) and the current Reading for Virginia Educators (RVE) assessment. The data are reported in aggregate due to the low number of candidates taking the assessments in any given year.

Table II

VRA or RVE Scores for Student Teachers Seeking an Elementary Endorsement												
Tests	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
RVE							*		17	0	23	0
VRA	21	0	20	0	24	0	*	0				
Totals	**21**	**0**	**20**	**0**	**24**	**0**	**24**	**0**	**17**	**0**	**23**	**0**

[*] – Denotes fewer than 10 test takers

VRA or RVE Scores for Student Teachers Seeking a Special Education Endorsement				
Tests	2008-09		2009-10, 2010-11, 2012-13, 2013-14	
	Pass	Fail	Pass	Fail
RVE			17	0
VRA	10	0	*	
Totals	**10**	**0**	**22**	**0**

[*] – Denotes fewer than 10 test takers

During the October 2015 review visit, interviews with program directors and faculty, representing Counselor Education, Educational Leadership, Interdisciplinary Studies, Special Education, and Reading programs, indicated that candidate competencies are being measured using multiple instruments. Each program uses multiple formative and summative assessments to gauge candidate progress, strengths, and weaknesses. During an interview with members of the Teacher Education Council (TEC), they confirmed that an array of assessments tools, included those listed below, are currently being used by college faculty to measure candidate abilities.

- Praxis I (prior to 2014) and Praxis Core (after 2014);
- Virginia Communication and Literacy Assessment (VCLA);
- Reading for Virginia Educators (RVE);
- Area Concentration Achievement Test (ACAT);
- Praxis II;
- School Leaders Licensure Assessment (SSLA)
- Interviews;

- Faculty Recommendations;
- Counselor Preparation Comprehensive Examination (CPCE);
- Field Experiences - Summative Assessments (See Appendix F); and
- Specific Professional Education, Content, and Methods Courses (related assignments)

Weakness 2: Candidates' assessment scores provided by cooperating teachers and supervisors along with the WEAVE online® documents indicate that data are collected. However, with the exception of the program in administration and supervision, it was not clear that these assessments are used to inform faculty of the progress either of the candidates or to identify trends in the program.

Evidence:
Interviews with the University WEAVE Report Coordinator during the April 2015 follow-up visit provided evidence of how data from WEAVE now is being used to inform faculty of student progress and to identify trends in each of the programs. Faculty members reported how goals were developed within each department and how candidate assessment scores are shared with faculty. Faculty members used Student Learning Objectives in the WEAVE program to gauge student progress and success for that year. The evidence provided for 2013 and 2014 reflected some targets were not met, but action plans were in place to address deficiencies.

The 2014-2015 Interdisciplinary Studies WEAVE (See Appendix E) report documented that as a result of analysis of previous data collected for student teaching observations, faculty have made modifications in several program forms to better measure program outcomes and alignment with program goals. The new data collected beginning with 2014-2015 will be used to establish a baseline for future comparisons in outcomes SLO2, SLO3, SLO4, SLO5 and SLO6 (See Appendix E for the Weave Report and Outcomes). For example, the results for Outcome SLO1 (to demonstrate leadership skills), indicate that students continue to meet program targets. Another finding in the WEAVE report revealed candidates struggled with classroom management; therefore, the College has changed its course sequence and is requiring the course in classroom management closer to the field experiences. Specifically, the report indicates that faculty will provide strategies for ensuring student teachers focus on positive behaviors and not negative class behaviors. The report provides examples of how the department is using the assessment data to make improvements.

Summary data were provided as evidence of Student Teachers' Self-Evaluations, Student Summative Assessments, Principals' Evaluations, and the CPCE assessment for both 2014 and spring 2015. The spring 2015 data were reviewed during the August 2015 Faculty Retreat, and faculty confirmed that students demonstrate knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success (See Appendix F).

Meeting minutes from the Faculty Retreat held in August 2015 reflect the interpretation of data and next steps. Faculty expressed a desire to increase student teacher feedback to strengthen candidate growth during student teaching. Professional knowledge, instructional planning, and learning environment ratings showed that 70 percent of the students received scores of 4 or 5

(5 being the highest rating) on the field experience assessment. Based on the pilot administration

of the new field experience assessment tools, faculty suggestions for program improvement include the following short- and long-term goals:

- Video students and use the clips to provide professional development to both cooperating teachers and college supervisors.
- Provide direct feedback, including a series of choices and self-reflection depending on the maturity level of the candidate.
- Analyze data by school placement to determine if feedback is consistent.
- Leave the candidates with two areas to improve based on either the supervisor's or the cooperating teacher's comments and follow up with those areas in the next observation.
- Establish an improved feedback process.
- Make an effort to identify the mentor teachers trained through the Tri-College grant and use those teachers as cooperating teachers.
- Revise the training process for cooperating teachers.

Weakness 3: Although technology support was available through Lynchburg College, during interviews with the on-site team candidates reported they were not prepared to integrate technology into instruction.

On August 28, 2014, a plan of action was prepared and submitted by Michael Kelly, Director of Field Experiences, to address further integrating technology into the Teacher Preparation Program. The Plan of Action required Charlie Butcher, Instructional Technology Specialist, to provide technology instruction training for students in the following four courses: EDU101: Education Professions, EDU202: Field Experience I, EDU201: Classroom Management in the Instructional Context, and PSY245: Human Development. Faculty and students also are to use Google Docs for storage of field experience data collection.

Faculty members indicated during interviews in April 2015 that the Technology Department had developed a technology-training schedule for faculty to address any technological instruction concerns. Technology instructors conducted workshops for faculty in August 2014 as documented in meeting minutes dated September 2014.

As an example of departmental efforts toward continuous improvement, the team reviewed the results of a recently developed student technology readiness survey in April 2015. SELC faculty representatives presented the results of a student technology readiness assessment during the end of the semester faculty meeting. Survey results showed students technology readiness improved from 40 percent to 70 percent in student teachers' confidence in the use of technology.

Faculty members also indicated that the use of Google DOCs and Moodle was another way they are incorporating technology standards with students. During the October 2015 visit, Michael Kelly, Director of Field Experiences, conducted an information session with the Review Team to demonstrate a new web-based document center that is being used by college supervisors, clinical

faculty, and students to complete and manage student teacher evaluations. The program maintains student evaluation instruments and organizes results into reports that are used to measure student and program progress. These data are shared with Education Faculty during department meetings and will be summarized during the annual Faculty Retreat.

Finally, supportive documentation of specific knowledge and skills is highlighted through assurances in conversational meetings with faculty and students, adding quality triangulation points for this standard. The SELC, along with the entire College, has made great improvements in the availability and use of technology for faculty and candidates. In many ways, education faculty have taken the lead in providing direction and training for faculty, staff, and students at Lynchburg College. Evidence for improvements in this area was provided during interviews with faculty, candidates, and the Vice President and Dean for Academic Affairs.

Recommendation for Standard 2

Recommendation for Standard 2 (October 2015): **MET**

Standard 3

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

Weakness 1: An intentional review, analysis, and the reporting of a faculty member's work performance by the supervisor, in addition to faculty self-reflection, are needed to strengthen the dean's ability to track whether or not the evaluation assessment is making a positive impact on course instruction.

Evidence:
All faculty members submit an Annual Faculty Workload Evaluation Report within the first few weeks of the fall semester. The report reflects the percentages of time spent during the academic year in each of the following areas: teaching, advising, scholarship, professional activities, and college and community service. Expectations of effort are clearly stated, and autonomy is allowed for faculty to choose how to allocate time and reflect on personal efforts.

The School Dean reviews Workload Reports. As indicated by evidence of a faculty member's reflective narrative, individual meetings are held with faculty to review, discuss, evaluate, commend, and make recommendations. A formal letter is written by the dean to recognize and highlight certain areas. In one example, the dean wrote "you have used assessment data annually to continue to make changes in the courses that you have been teaching" which provides evidence that the revisions made based on data collected for the Workload Report are supporting positive impacts on course instruction.

Weakness 2: The on-site review team found no evidence of specific plans to retain qualified and diverse faculty.

Evidence:
A Committee on Diversity was established in 2014. On June 13, 2014, the newly-established Committee on Diversity met to discuss the lack of diversity of faculty in the SELC. Information during the meeting indicated a new hire for the counseling program is a minority. The committee discussed the challenges of and strategies for attracting diverse faculty to Lynchburg College, including those shared challenges for recruitment at all educational levels in the region.

The *Lynchburg College Faculty Handbook* demonstrates a commitment to diversity of faculty, as well as institutional plans, for recruitment of diverse faculty in the hiring practices and policies:

> *3.4.2.3 Advertisement of Position. The Search Committee shall prepare a position description, clearly setting forth the term (tenure-track/non-tenure track) of the position and specific qualifications and requirements for the position for approval by the Vice President and Dean for Academic Affairs. References to potential for graduate teaching, involvement in LCSR and the College commitment to the use of information technology should be included where applicable. Appropriate announcement or advertisement of the position should come from the Human Resource Office following approval of the Vice President and Dean for Academic Affairs. Such advertisement should request a letter of application; names, addresses and telephone numbers for at least three references; and a current curriculum vitae. The Search Committee shall contact other universities, colleges, and appropriate colleagues to request names and nominations for possible candidates. Efforts shall be made to encourage applications from minority and female candidates.*

Finally, faculty members in the School of Education have accumulated experiences with diversity through:

- Extensive experience at the PreK-12 level with special education, high poverty, and minority students; and
- Teaching and leading various summer study abroad courses in St. Lucia.

Weakness 3: No evidence of a systematic method for assigning advisees to ensure equitable and effective placements was provided.

Evidence:
During the April 2015 on-site visit, the Dean provided the team with the document, *Policies and Procedures for Assignment of Advisee,* highlighting the methodology used to assign all undergraduate advisees. The policy describes how advisees are assigned, stipends and limits for advising freshman. Evidence was provided with faculty names, departments, and number of advisees. Additional evidence was found on the College web site http://www.lynchburg.edu/academics/academic-advising/ which provided an overview of procedures used to assign all transfer and undergraduate student advisors.

During the October 2015 review, Dr. Jones shared with the team that as a result of the reorganization that he, in partnership with the various content major advisors, is overseeing advising for secondary education majors for the SELC.

Dr. Jones also provided a written graduate policy outlining the policy and practice for the assignment of advisors for individuals who have been admitted to graduate programs. The majority of graduate students (advisees) are assigned to the respective program director or program coordinator for that specific area of study. As a result, the number of assigned advisees may seem unequitable, but are a function of alignment with student graduate interest.

Weakness 4: Funding for off-campus professional development and scholarly activities is limited to the extent that faculty members are unlikely to be able to participate at a national level.

The following excerpt from *Policy 3.10.15 Travel to Professional Meetings* in the *Lynchburg College Faculty Handbook*, provides the policy for professional development.

> *The College encourages faculty to continue their professional development and will assist in defraying costs incurred: while traveling to professional meetings; attending appropriate workshops; buying necessary equipment or books; the cost of membership in professional organizations; and other appropriate academics uses as approved by their School Dean and the Associate Dean for Academic Affairs.*

During site visit interviews, multiple faculty members accurately restated the professional development policy. Members of the College's administration confirm the information found in the *Lynchburg College Faculty Handbook*. Interviewees indicated they had autonomy in conference selection, and they received funding to participate in conferences that enhanced their professional development. Specifically, during the interview with Dr. Julius Sigler, Vice-President and Dean for Academic Affairs, advised the team that each full-time and regular part-time faculty member has an allowance of $600 a year for this purpose, and funds may be accumulated to a maximum of $1,200 within any period of two years.

Recommendation for Standard 3

Recommendation for Standard 3 (October 2015): **MET**

Standard 4

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

Weakness 1: The professional education program is not clearly defined. The Dean of the School of Education has no authority for the budget and allocation of resources or input regarding the preparation of candidates in the graduate programs leading to endorsements in Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.

Evidence:
Through interviews, including school/college deans and faculty, the Follow-Up Review Team verified plans and the implementation schedule for the restructuring of the new unit.
Dr. Kenneth R. Garren, President of Lynchburg College, also provided a Board Trustee Meeting agenda for May 5-6, 2015, highlighting that the new structure would be shared with the Board and become effect July 1, 2015. The new unit would be under the leadership of the new dean, Dr. Roger Jones. The Board of Trustees meeting minutes dated May 14, 2015, documented the discussion and formal authorization of the President to organize the academic administration restructure for the new School of Education, Leadership Studies, and Counseling Programs.

Effective July 1, 2015, all education (endorsement) programs were consolidated and restructured forming the School of Education, Leadership Studies, and Counseling (SELC). The SELC is the official teacher education unit of the College. Primary responsibility for the administration, coordination, and accountability of education (endorsement) programs rests with the SELC under the leadership of the Dean. Additionally, in the reorganized structural unit, the Dean is responsible for personnel. The new Dean has established an additional faculty position (Coordinator of Graduate and Special Programs and Assistant Professor) and one part-time staff administrative position during his initial semester.

The Dean of the SELC has the authority to budget and allocate resources within the School. Based on evaluation of a draft budget dated April 2015 for the newly-consolidated unit, sufficient resources are available for the operation and accountability of the professional education program. Needs of the College appear to be met through informal requests of the Provost or the Chief Financial Officer. A budget comparison of academic programs from 2012-2013 was provided as supporting documentation of parity across campus programs. Additionally, through interview with the College deans and President in October 2015, the review team was assured of commitment and authority for the budget and resources with the new administration reorganization.

Within College policies and protocols, the unit is authorized to manage, coordinate, and make decisions that impact professional education matters and candidate needs, including curricular issues, organizational concerns, personnel procedures, and policies. Discussion of the following topics outlined in the 2014-2015 minutes of the faculty and Teacher Education Council (TEC) meetings support the School's governance authority:

- New program admission requirements in response to national accreditation standards;
- International recruitment efforts;
- Changing Praxis assessment requirements for Elementary Education and History students;
- Student prepared survey results ;
- Reorganization of advisory boards;
- Program self-study; and
- University budget and faculty expense reports.

The restructured system of governance clearly defines the roles of the dean, program chairs, advisory boards, and others constituencies in policy development and decision-making. The new governance structure includes a governing body with sufficient autonomy to assure that the school of education will fulfill its responsibilities of policy and resource development.

Weakness 2: Although Lynchburg College has in place a strategic plan and goals, the goals of the School of Education and Human Development do not align with the goals of the College. Based on the information provided, the on-site review team could not determine the specific goals of the professional education program.

Evidence:
The new conceptual framework for the School of Education, Leadership Studies, and Counseling is "Educate, Engage, Lead, and Serve." This framework and supporting philosophy were implemented in all education (endorsement) programs within the unit during the spring 2015. While the education (endorsement) programs operate within the unit, each is required to meet distinct program competencies established by the state. Each has its own program goals to prepare entry-level teachers, administrators, and school counselors. While a connection exist among the programs, each defines certain elements of the program structure differently. Although the conceptual framework includes the same terminology, the definitions of each term are different for each program. Table III on the following page was provided by Dean Jones to support the restructure process in August 2015. August 2015 Faculty Retreat minutes document faculty review and discussion of the new conceptual framework and related program goals.

Table III

Conceptual Framework Program Alignment

Teacher Preparation	Educational Leadership	School Counseling
Engage: Engagement is defined on several levels and is the key to learning and teaching. If students are engaged in learning, there is a greater chance they will be motivated or motivate others to learn. Engagement is also applicable to faculty, staff, and candidates engaging in service and learning activities outside of the classroom and experiencing knowledge building opportunities. Engagement also indicates that candidates are aware of many different cultures and the importance of affirming and supporting diversity.	**Engage:** Engagement is the key to teaching and learning. If candidates are engaged in the learning process, they will retain more information. To support this, candidates participate in embedded internship experiences in every course, as well as participating in a year-long internship that requires meaningful and consistent engagement in leadership experiences.	**Engage:** Engagement is the cornerstone of the counseling profession. If candidates are acquiring the knowledge and skills needed to be effective school counselors, they will be prepared for ethical, effective practice in the public schools. To support this, candidates have program requirements that include an on-campus clinical counseling lab course on counseling techniques, a 100-hour practicum placement, and a 600-hour internship that requires them to engage in the full range of roles and functions consistent with the practice of professional school counseling.
Lead: The ability to lead requires an understanding of what leadership involves and the knowledge of the many forms that leadership may take. The opportunities for leadership are boundless and should be included and encouraged at all levels of each candidate's education.	**Lead:** Leading is the process of influencing the activities of an individual or group toward achieving a vision. Candidates engage in a variety of structured leadership roles within their schools and school divisions. They also develop a leadership model that frames their knowledge of leadership, engage in a 360^0 assessment and a dispositions assessment, and develop a leadership plan to expand their capacity to lead. With the support of division, school, and community-based leaders, candidates explore and apply leadership concepts in a variety of settings including elementary schools, middle schools, high schools, central office, and community agencies.	**Lead:** Leading is the process of influencing the activities of an individual or group toward achieving a vision. Candidates engage in a variety of leadership roles within their schools and school divisions. These roles include the delivery and management of a comprehensive, developmentally appropriate set of counseling services as specified by the American School Counselors Association (ASCA) National Model. They also participate in and contribute to the total school program and environment through consultation, teaching, advocacy, and collaboration with school personnel and a wide range of community stakeholders.

Teacher Preparation	Educational Leadership	School Counseling
Serve: Serve is intended to remind faculty, staff, and candidates of the purpose and responsibility of education. Teachers are expected to serve others in various capacities. As a faculty, it is our purpose to create significant learning based instruction for candidates that includes opportunities for them to practice the skills they are learning through service to others. Experience allows us to put theory into practice.	**Serve:** Serve is defined as having the skills and competencies to work with a variety of stakeholders in the educational environment. These stakeholders include, but are not limited to, students, teachers, staff, central offices, school boards, governing bodies, parents, and communities. The program in educational leadership has a commitment to service through preparation of educational leaders of strong character and balanced perspectives who respect and support broad diversity in the local community and in the global society. Candidates are expected to engage in the issues of society which will affect the education of students.	**Serve:** Serve is defined as having the skills and competencies to work with a variety of stakeholders in the educational environment. These stakeholders include, but are not limited to, students, teachers, staff, central office, school board, governing body, parents, and community. The program in school counseling has a commitment to service through the preparation of professional school counselors who are trained and committed to the provision of ethical, equitable, developmentally appropriate, data-driven, culturally sensitive programs that promote the academic success of all students.
Educate: Educate is defined as the process of acquiring knowledge that allows students to engage, lead, and serve. Knowledge refers to the understanding of theory, content, methods, and technologies of a field of study. Educate implies that knowledge will be extended to others. Educate means understanding the developmental process of children, adolescents and adults within various groups, including families, schools, communities and cultures. Educate implies that the faculty, staff, and candidates engage all learners to combine knowledge of the student and knowledge of content within the diverse cultural, social, and institutional context.	**Educate:** Educate means acquiring the knowledge, skills, and dispositions needed to successfully lead schools and improve student learning in the 21st century. It includes understanding of theory, content, methods, and technologies within educational leadership. Educate also means meeting program goals and state competencies identified for licensure.	**Educate:** Educate means acquiring the knowledge, skills, techniques, and dispositions needed to successfully lead schools and improve student learning in the 21st century. For professional school counselors, this means an understanding of students' academic, career, and personal/social development needs and the ability to design, implement, and evaluate a comprehensive school counseling program that promotes and enhances success for all students. Implicit in this education is meeting the program goals and state competencies for licensure.

School Philosophy
The faculty of the School of Education, Leadership Studies, and Counseling believe in guiding, motivating, and nurturing candidate and student learning, through an integrated liberal arts education enhanced by rigorous professional studies at the undergraduate level and through intensive research based programs at the graduate level. All candidates are encouraged to engage, lead, serve, and educate through varied experiential opportunities, learning based curricula, and engagement in and service to a global community.

Weakness 3: No long-range planning for the professional education program was provided.

Evidence:
Building on the new organization structure of the unit and findings from the recent accreditation visit in 2013, program faculty and the new unit leadership delineated several long-range plans for program improvement that will strengthen and address several program weaknesses. Faculty meeting minutes from fall 2015 indicate that the main foci for the unit will be assessment system implementation, data management process, and cross-school collaboration. Meeting minutes from the Teacher Preparation Council and Advisory Committee dated August 2015 include a discussion of future exploration of the Council for the Accreditation of Educator Preparation (CAEP) standards and national accreditation for the next accreditation cycle.

During the recent Faculty Retreat in August 2015, faculty began a discussion of CAEP standards since national accreditation is proposed in Virginia. While faculty realized that alignment must be made with our new assessment system to school and program goals in order to meet current accreditation standards, faculty also realized that all efforts must incorporate the transition with CAEP standards in the next accreditation cycle. As a result, faculty developed a process to begin the transition using the SELC conceptual framework developed as the foundation for the state's second accreditation visit. According to interviews with Dean Jones, the transition process has begun and includes the following:

- Revisit both SELC program goals and goals for each education (endorsement) program. The program goals will reflect CAEP standards, Interstate Teacher Assessment and Support Consortium (InTASC) standards, and Virginia competencies, linked to the school's conceptual framework. A seamless connection will be established between all college, school, CAEP, and state standards.
- Connect each revised goal to specific courses and course objectives within each endorsement (licensure) area.
- Utilize revised assessments or redesign assessments for each goal.
- Develop a rubric for each assessment.
- Post all forms online using Google Forms.
- Enter all data for each assessment in Google Docs by faculty, cooperating teachers, supervisors, and principals.
- Generate and review data annually.
- Review data to identify student strengths and weaknesses for the purpose of program modifications.

In making the transition to CAEP accreditation, faculty recognized the need to increase admission standards for Teacher Preparation Programs (TPP). Faculty supported a review of existing courses that are taken prior to admission to TPP and redesigned those courses to reflect more rigor, using assignments that utilize a common rubric agreed to by faculty. In addition, the following initiatives will be implemented during 2015-16 academic year:

- Increase academic rigor through an identified process that challenges faculty to define academic rigor within each education (endorsement) program. Using this definition, faculty will define what curriculum, instruction, and assessment will look like within each program.
- Utilize the newly-created Technology Learning Lab to encourage candidates to expand their use of technology in the learning environment.
- Work with the president and staff of Central Virginia Community College (CVCC), local superintendents, local school boards, and governing bodies to develop and implement a program that allows localities to "Grow Their Own Teachers." The emphasis will be placed on students from underrepresented groups and students willing to teach STEM classes. Candidates are dually enrolled with both CVCC and Lynchburg for the first two years following a guided pathway of academic courses needed for licensure. While the majority of courses are taken at the community college during the first two years, candidates will also attend Lynchburg College to take four predetermined licensure courses (paying CVCC rates) taught by Lynchburg faculty. After receiving an associate's degree, students would transfer to Lynchburg College for the final two years with Lynchburg College providing reduced tuition and scholarship assistance to reduce the cost of higher education.

During both the April and October 2015 on-site visits, several internal self-study reports were reviewed that noted long-range planning for the next five years. Each self-study includes an external reviewer who carefully reviews all aspects of the relative program, visits the campus for observations and interviews, and then writes a final report with recommendations for short- term and long-term planning. One area of improvement noted in the PreK-6 Interdisciplinary Studies Teacher Education Program was to offer workshops for students in technology and mathematics preparation for Praxis examinations. These recommendations have been implemented.

Weakness 4: There is no evidence of consistent and regular meeting times for the community partners, faculty and staff, decision making, collaboration, and strategic planning among these groups. Input and feedback are disjointed and lack the cohesiveness necessary to make decisions and recommendations for program improvement.

Evidence:
Teacher education faculty members collaborate with public school personnel, as well as with arts and sciences faculty at Lynchburg College, on a variety of projects. Based on the information provided in curriculum vitae and interviews, faculty are involved in a variety of institution-based initiatives, as well as local, regional, and national education-related organizations. Interviews with arts and sciences faculty provided evidence of an ongoing relationship to revive curriculum

offerings to best serve the needs of the program candidates. Specifically, faculty in music, mathematics, foreign languages, and physics mentioned having held collaborative discussions with the Teacher Preparation Program Chairs to revise or refine current course offerings to best align programs with the content competencies required by the approved program regulations and *Standards of Learning*.

School faculty meetings are held on a monthly basis and more frequently, as needed. Discussions of issues, new program requirements, and other related topics are shared with the Teacher Preparation Council and the Advisory Board for input and suggestions. According to interviews with the Dean Jones in early August 2015, both existing advisory organizations have been restructured and their missions redefined to engage more fully with program improvement and policy *development*. The Teacher Preparation Council (TPC), composed of representatives from each secondary education preparation program, meets regularly on the third Thursday of each month to review education specific concerns and issues. The new organizational changes implemented in the summer of 2015 revolved around the nature of the meetings, meeting minute documentation, and member engagement in program data review and collaborations to inform program improvement.

The SELC Advisory Committee has been completely restructured, including expanding membership and changing the focus of the committee. After his recent appointment in July 2015, the Dean of SELC invited a group of area school division central office personnel, principals, and teachers to participate in the committee. During the October 2015 on-site visit, representatives from the following area educational organizations and divisions participated in a group interview: Appomattox County Schools, Bedford County Schools, Campbell County Schools, Central Virginia Community College, Lynchburg City Schools, and Nelson County Schools. (The representative from Amherst County Schools was absent.) Group interviews and detailed minutes from the initial Advisory Committee meeting in August 2015 confirm that the committee is scheduled for a minimum of three meetings a year (August 2015, January 2016, and June 2016).

Weakness 5: No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.

Evidence:
Creating and maintaining collaborative partnerships are strengths of the School of Education, Leadership Studies, and Counseling. The School has more than 20 established partnerships with area stakeholders (See Appendix G). The SELC has developed several successful programs based upon the needs articulated by school administrators and other Board partners.

A review of faculty curriculum vitae demonstrated that faculty collaborate on the development and refinement of knowledge bases, conduct research, and improve the quality of education within the professional education program. Participation in research and publications, projects,

conferences, etc., were evident by the review of the vitae. Professional education faculty collaborate with the faculty who teach general and content courses to design and evaluate programs that prepare students to teach the *Standards of Learning*.

Several faculty interviews and review of faculty curriculum vitae confirm that the SELC faculty are involved extensively in central Virginia working with school divisions, schools, and the community, as well as involved at the state and national level.

Additionally, with input from others the SELC Dean has created a structured pathway for candidates so they can meet admission criteria to the school and increase the probability of graduating in four years. A structured pathway also will be created for community college students who plan to transfer to Lynchburg College and work toward licensure. This will be a joint effort with Central Virginia Community College. Additional examples of collaborative input from both faculty and various community stakeholders are addressed in responses to Standard 4, Weaknesses 4, 5, and 6.

Weakness 6: No definitive evidence (i.e., minutes of meetings) was provided to the on-site review team regarding input from the Board of Advisors and the Teacher Preparation Council to confirm that decisions are made on a regular basis that would impact the effective operation and/or implementation of the professional education program. This is a continued area cited as a recommendation made during the previous on-site visit.

Evidence:
During the April 2015 on-site visit, the team was provided the meeting minutes for the last year for the Teacher Preparation Council (TPC) and the Advisory Board. TPC meeting minutes dated November 2014 highlight the faculty discussion of increasing the number of meetings and requiring detailed minutes to document engagement with current professional education issues and concerns. Monthly program faculty meetings ensure that specific endorsement area faculty remain current and engaged in the unit decision making process and procedures.

In response to the weaknesses identified by the visiting team in October 2014, Dean Jones extensively reorganized the advisory boards in late July. A summary of the changes related to the Advisory Committee and TPC were outlined in meeting minutes dated May 2015 reviewed by the team. Specifically, the Advisory Committee was restructured. The past committee membership was composed mainly of central office personnel from the surrounding school divisions. During 2015-16, membership was expanded to include practicing teachers, counselors, and principals. In an invitational letter from the new dean to prospective Advisory Board members dated August 2015, he states that the committee will meet a minimum of three times a year (August, January, and May) and will assist the School by:

- Providing insight and advice regarding program planning and policy formation;
- Encouraging innovative and experimental activities to improve the teacher preparation program:

- Exchanging information about local school division policies and practices and regulations from the Virginia Department of Education and accrediting agencies;
- Assisting in the evaluation of education (endorsement) programs offered at Lynchburg College;
- Reviewing the conceptual framework to ensure compliance with the mission and core values of LC; and
- Reviewing and providing input on curriculum proposals.

The Teacher Preparation Council's purpose and responsibilities also were restructured. Membership will include representatives from the following teacher preparation areas: Art, Mathematics, History, Health and Physical Education, English, Spanish, French, Music, Theatre, and Sciences. The chair of the TPC will be the Dean of the School of Education, Leadership Studies, and Counseling. The Council will meet four times a year (August, November, February, and May) and will assist by:

- Making recommendations that support continuous improvement of all programs;
- Reviewing and analyzing data, evidence, and assessment information provided by the Unit;
- Reviewing the conceptual framework to ensure compliance with the mission and core values of LC;
- Reviewing and providing input on curriculum proposals;
- Providing input on the academic advising process; and
- Exchanging information about local school division policies and practices and regulations from the Virginia Department of Education and accrediting agencies.

The minutes dated August 26, 2015, of the first meeting of the restructured Advisory Committee reveal a very productive meeting. The committee discussed the critical content of the knowledge, skills, and dispositions candidates need to demonstrate for their respective roles and current professional experiences. The committee also reviewed data on the recent changes in field placement evaluation criteria and provided feedback on student outcomes. They supported the restructuring of assessments for field experiences. The Advisory Board provided feedback regarding what should be expected of teachers during an observation. In addition, the committee provided feedback on current school division initiatives that will serve as a framework for any future program modifications in curriculum based on the needs of the community and profession.

The August 26, 2015, meeting minutes of the Advisory Board outlined the following areas of discussion:

- Reviewed field experience observation forms
- Emphasized importance of meeting prior to observations starting
- Discussed importance of debriefing after observations
- Recommended maintaining the reflective journaling
- Provide student growth with a pre-assessment, post assessment of classroom knowledge
- Initiate communication and meet with building administrator regarding:

    - Evaluation criteria
    - Expectations of teachers
    - Mission
    - The profession of teaching
    - Master schedule
    - Demographics
    - School history
    - School report card (explain why we write and read in every class)
    - Follow a student for a day
- Ensure intentional placements
- Choose placements carefully

Recommendation for Standard 4

Recommendation for Standard 4 (October 2015): **MET**

Conclusions from October 30, 2015, Follow-up Accreditation Visit:

Lynchburg College has made significant progress in developing an assessment system that will allow their faculty to examine the effectiveness of the knowledge, skills and dispositions of their teacher education graduates at multiple levels in their progress through the teacher education program. The reorganization of the School of Education, Leadership Studies, and Counseling has provided a strong foundation for governance and administration of all education programs at Lynchburg College. The new governance structure will provide the needed resources to ensure the effective implementation of an assessment system that will serve the faculty and students for future program improvements. The findings of the 2015 review team is that Lynchburg College has provided evidence that all standards have been met.

Standards	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

Overall Team's Recommendation: ***Accredited***: The professional education program has fully met standards as set forth in section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

APPENDICES A- H

Professional Education Program Follow-Up Monitoring Review Team Report of Findings

Appendix A

Lynchburg College On-Site Visit Schedule
School of Education, Leadership Studies and Counseling

Friday, October 30, 2015

Time	Event	Location	Team
8:15 a.m.-8:45 a.m.	Breakfast Meeting	Acorn Hill Lodge	All
8:45 a.m.-9:00 a.m.	Depart for Lynchburg College	Acorn Hill Lodge Lobby	All
9:00 a.m.-11:00 a.m.	Visit Document Room and Organizational Overview by Dean Jones	Evidence Room	All
11:00 a.m.-11:45 a.m.	Program Leadership of all School Licensure Programs	Evidence Room Waiting Area	All
12:00 p.m.-1:15 p.m.	Teacher Preparation Council Meeting and Lunch	Thompson Hall 101	All
1:15 p.m.-2:00 p.m.	Dr. Sally Selden, Vice President and Dean for Academic Affairs	Hall Campus Center	All
2:00 p.m.-4:00 p.m.	Team Research or Meetings with others identified by the visiting team	Evidence Room	All
4:00 p.m.-5:30 p.m.	Advisory Board Meeting and Dinner	East Room Foyer	All

Lynchburg College
On-Site Visit Schedule
School of Education, Leadership Studies and Counseling

April 29-30, 2015

Wednesday, April 29, 2015

Time	Event	Location	Event	Location
7:15 a.m.-7:45 a.m.	Breakfast Meeting	Hotel		
7:45 a.m.-8:00 a.m.	Depart for Lynchburg College	Meet in hotel Lobby		
8:00 a.m.-8:30 a.m.	Meet with Dr. Jan Stennette, Dean	Evidence Room	Team overview of the evidence room and related resources	Evidence Room
8:45 a.m.-9:15 a.m.	BOE Report Authors – Drs. Brown and Stennette	Evidence Room		
9:15 a.m.-11:00 a.m.	Team research	Evidence Room	Team research	Evidence Room
11:00 a.m.-11:45 a.m.	Program Leadership of the Ed. Leadership and Counseling Programs, Drs. Roger Jones, Jeanne Booth, and Michael Williams	Warren Counseling Center		
12:00 p.m.-1:00 p.m.	Teacher Preparation Council Lunch	Thompson Hall 101		
1:15 p.m.-2:00 p.m.	Program Faculty (SOE)	Thompson Hall 101	Program Faculty (Counseling)	Warren Counseling Center
1:15 p.m.-2:00 p.m.	Program Faculty (Leadership)	339 College Street		
2:00 p.m.-4:00 p.m.	WEAVE Report Coordinators and Dr. Debbie Driscoll, VP Institutional Effectiveness	Thompson 101		
4:15 p.m.-5:15 p.m.	Team Research	Evidence Room		
5:30 p.m.-6:30 p.m.	Advisory Board Dinner			
6:30 p.m.-9:00 p.m.	Team Returns to Hotel /Report Development			

Thursday, April 30, 2015

Time	Event	Location	Event	Location
7:30 a.m.-8:00 a.m.	Breakfast	Hotel		
8:00 a.m.-8:15 a.m.	Depart for Lynchburg	Hotel Lobby		
8:20 a.m.-12:00 p.m.	Team Research	Evidence Room	Team research	Evidence room
11:00 a.m.-11:30 a.m.	Meeting with President Garren	Hall Campus Center	Team research	Evidence room
12:00 p.m.-12:45 p.m.	Lunch – delivered to Evidence Room	Evidence Room		
1:00 p.m.-2:00 p.m.	College Dean, Dr. Julius Sigler; Dean of Graduate Studies, Dr. Ed Polloway; Dr. Sally Selden, Associate Dean			
2:00 p.m.-4:00 p.m.	Team research	Evidence Room		
3:30 p.m.-4:00 p.m.	Meeting with Students	Thompson Hall 213		
4:00 p.m.-4:45 p.m.	Meeting Cooperating Teachers	Thompson Hall 212	Meeting with College Supervisors	Thompson Hall 208
5:00 p.m.-5:30 p.m.	Exit Meeting	President's Office Hall Campus Center		

Appendix B

Evidence by Standard, October 30, 2015

Standard 1

1.	Mission Statement, Philosophy Statement, Conceptual Framework, Goals	1 A
2.	Catalog Program List	1 A
3.	School of Education Faculty Minutes	1 A
4.	Advisory Board Minutes	1 A
5.	Teacher Preparation Council Minutes	1 A
6.	Mission Statement, Philosophy Statement, Conceptual Framework, Goals	1 B
7.	Administration and Supervision Program Assessments	1 B
8.	School Counseling Program Assessments	1 B
9.	Trustee creating Graduate School minutes	1 B
10.	Dr. Julius Sigler Letter	1 B
11.	Counseling Handbook	1 B
12.	Annual Collection of Test Data	1 C
13.	Lynchburg College EPC Minutes for course changes	1 C
14.	History Matrix	1 C
15.	New Theater Matrix	1 C
16.	Learning Outcomes Example	1 C
17.	Six Year of Student Teacher Passing Test Data	1 C
18.	Internal Self-Studies – two programs	1 C
19.	WEAVE Assessment Report sample	1 C
20.	Field Student Evaluations by Clinical Faculty	1 D
21.	Summary of Field Evaluations	1 D
22.	Supervisors Observations of Student Teachers	1 D
23.	Cooperating Teachers Clinical Faculty Observations of Student Teachers	1 D
24.	Principal Evaluations of Student Teachers	1 D
25.	Student Teaching Forms	1 D
26.	Preparedness Surveys from Student Teachers, Supervisors, Clinical Faculty	1 E
27.	Student Teacher Evaluation of Program	1 E
28.	Review of Student Teacher Final Self-Evaluations	1 E
29.	Cooperating Teachers Clinical Faculty Observations of Student Teachers	1 E
30.	Supervisors Observations of Student Teachers	1 E
31.	Principal Evaluations of Student Teachers	1 E
32.	Clinical Faculty Cooperating Teacher Orientations	1 E
33.	Supervisor Meeting Notes	1 E
34.	VDOE Partnership Report	1 E
35.	LC and VCCS Associate Degree Agreement	1 E
36.	LC and CVCC Dual Enrollment Agreement	1 E
37.	Alumni Survey Results	1 E
38.	Hornet to Hornet	1 E
39.	Internal Self-Studies – two programs	1 E

Standard 2

1.	LC Catalog	2 A
2.	Principal Evaluations	2 A
3.	Supervisors Observations of Student Teachers	2 A

4.	Cooperating Teachers Clinical Faculty Observations of Student Teachers	2 A
5.	Student Teaching Evaluation Forms	2 A
6.	Review of Student Teacher Final Self-Evaluations	2 A
7.	Field Enrollment Totals	2 A
8.	Field Evaluations by Clinical Faculty	2 A
9.	Student Teaching Handbook	2 A
10.	Teacher Preparation Council notes	2 A
11.	Advising Sheets for Elementary, Special Education, and Secondary	2 A
12.	Preparedness Surveys from Student Teachers, Supervisors, Clinical Faculty	2 B
13.	Internal Self-Studies – two programs	2 B
14.	Student Teaching Syllabi	2 B
15.	Elementary Advising Sheet	2 B
16.	Survey presented at faculty meetings	2 B
17.	Assessment Weave Report	2 B
18.	Clinical Faculty Cooperating Teacher Orientations	2 B
19.	Praxis discussed at TPC Meeting	2 B
20.	Student Teacher Performance Improvement Contract	2 B
21.	Technology Chart	2 C
22.	Preparedness Survey on Technology	2 C
23.	Curriculum Map	2 C
24.	Infusing Technology Action Plan	2 C
25.	Syllabi including technology and classroom management	2 C
26.	Long Range Plans	2 C

Standard 3

1.	Reflective Narrative – Dr. Gail Brown and Susan Thompson	3 A
2.	Work Loan Plan – Dr. Jeri Watts and Dr. Gena Barnhill	3 A
3.	Meeting of Committee on Diversity	3 B
4.	Leadership Institutes for Clinical Faculty	3 B
5.	New Diversity Committee Discussed with Committees	3 B
6.	Advisee Numbers and Student Request	3 C
7.	Faculty Travel	3 D
8.	Faculty Chart and Development	3 D

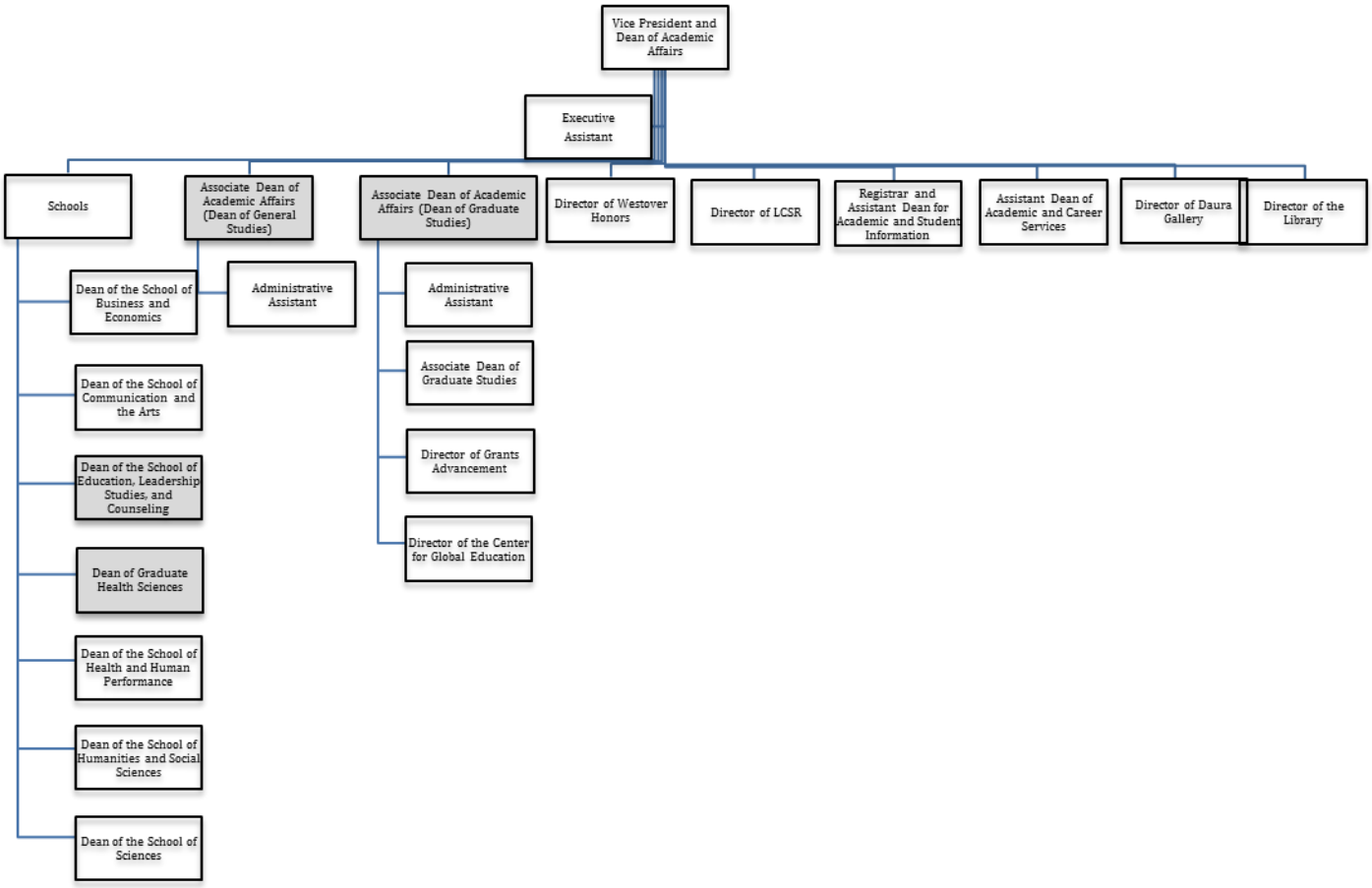
Standard 4

1.	Trustees creating new Graduate School	4 A
2.	Dr. Julius Sigler Letter (dated March 26, 2015)	4 A
3.	Advisory Board Minutes	4 B
4.	Teacher Preparation Council Minutes	4 B
5.	School of Education Minutes discussing mission statement changes	4 B
6.	Mission Statement, Philosophy Statement, Conceptual Framework, Goals	4 B
7.	Long Range Plans	4 C
8.	Praxis discussed at TPC Meeting	4 C
9.	Minutes with discussion of extra math workshops	4 C
10.	Teacher's Aid Classes in President's Remarks	4 C
11.	Teacher for Tomorrow Application	4 C
12.	Teacher for Tomorrow Minutes	4 C
13.	Internal Self-Studies for two programs	4 C

14.	Percentage Passing Math Test	4 C
15.	Advisory Board Minutes	4 D
16.	Teacher Preparation Council Minutes	4 D
17.	Leadership Institutes for Clinical Faculty	4 D
18.	Tri-College Programs	4 D
19.	LC and CVCC Dual Enrollment Agreement	4 D
20.	LC and VCCS Associate Degree Agreement	4 D
21.	Adding Perrymont Elementary to our Field II	4 D
22.	Field and Student Teacher Blank Placement Forms	4 D
23.	Preparedness Surveys from Student Teachers, Supervisors, Clinical Faculty	4 E
24.	Review of Student Teacher Final Self-Evaluations	4 E
25.	Percentage Passing Math Test	4 E
26.	Survey presented at faculty meeting	4 E
27.	Internal Self-Studies examples	4 E
28.	Praxis discussed at TPC Meeting	4 E
29.	Advisory Board Minutes	4 F
30.	Teacher Preparation Council Minutes and Emails	4 F

Appendix C

Lynchburg College Organizational Structure
April 2015



Appendix D

Overview of Assessment Systems for All Education (Endorsement) Programs

***Updated August 2015**

Teacher Preparation Program Assessment System (a)	
Gateway 1 (Entry into Teacher Preparation Program{TPP})	
Grade Point Average	2.5
Math Core Praxis	Pass or Meet SAT/ACT Score Equivalent
Virginia Communications and Literacy Assessment (VCLA)	Pass
EDUC 101 Introduction to Education and Related Professions (3 hours)	Course Assignments defined in Syllabus
EDUC 201 Classroom Management and the Instructional Context (3 hours) Taken during Sophomore Year	Course Assignments defined in Syllabus
EDUC 202 Field Experience I (1 hour) Taken during Sophomore Year	• Course Requirements Defined in Syllabus • Evaluation by Cooperating Teacher on a Four-Point Scale (Unacceptable, Beginning, Applying) **Modifications 2015**: • Innovating – a descriptor for each term was added • The evaluation form was redesigned to reflect 12 indicators more closely linked to TPP Goals/Standards • A section was added to include "Recommendations for Growth"
Application to TPP	Completion of all Components and accepted into TPP
Gateway 2 (After Acceptance into TPP)	
PSYC 245W Human Development (3 hours) Recommended that this course be taken during Sophomore Year	Course Requirements Defined in Syllabus
Field Experience II (Elementary and Special Education Book Buddies) Field Experience II (Secondary)	• Course Requirement Defined in Syllabus • Candidate works with Individual Student in Book Buddies Program • Evaluation by Cooperating Teacher on a Four-Point Scale (Unacceptable, Beginning, Applying) • Minimum of B- required for all field experiences **Modifications 2015:** • Innovating – a descriptor for each term was added • The evaluation form was redesigned to reflect 16 indicators more closely linked to TPP Goals/Standards • A section was added to include "Recommendations for Growth" • Minimum of B- required for all field experiences • Evaluation by Cooperating Teacher on a Four-Point Scale (Unacceptable, Beginning, Applying, and) • Innovating – a descriptor for each term was added • The evaluation form was redesigned to reflect 18 indicators more closely linked to TPP Goals/Standards • A section was added to include "Recommendations for Growth"
Field Experience III (Elementary and Special Education Only)	• Course Requirement Defined in Syllabus • Minimum Grade of B- • Candidate works with cooperating classroom teacher and assumes some instructional responsibilities in planning and implementing lessons in a supportive

	environment • Evaluation by Cooperating Teacher on a Four-point Scale (Unacceptable, Beginning, Applying) • Innovating – a descriptor for each term was added • The evaluation form was redesigned to reflect 18 indicators more closely linked to TPP Goals/Standards • A section was added to include "Recommendations for Growth" • Minimum of B- required for all field experiences
Additional Course Work	Located in Undergraduate Catalog and online
Gateway 3 (Student Teaching)	
Application	Completed with all requirements met
GPA	2.5 overall GPA and 2.75 GPA in the Major
References	• A minimum of three references are require References are asked to include feedback on dispositions for teaching.
Field Experiences	Must have a minimum grade of B- on all field experiences
Praxis II	Must take Praxis II as required
Actual Student Teaching	• Fourteen weeks with two placements • Six classroom observations with feedback from cooperating teacher • Six classroom observations with feedback from unit supervisor • Two mid-point evaluations – one for each placement jointly conducted by cooperating teacher and unit supervisor • Two final evaluations – one for each placement by cooperating teacher • One final evaluation by unit supervisor • All evaluations use state teaching standards as criteria. • Candidates meet weekly with cooperating teacher and candidates complete 13 reflections focusing on strengths and weaknesses • Reflections shared with cooperating teacher and used to plan following weeks instruction
Gateway 4 (Post-Student Teaching)	
Self-Evaluation	Candidates complete an extensive self-evaluation around teaching standards – faculty member reviews and determines common themes. Data presented to faculty in fall
Program Evaluation	• Candidates complete an extensive program evaluation around program goals and processes – faculty member reviews and determines common themes • Cooperating teachers complete a preparedness survey connected to candidate preparation and performance • College supervisors complete a preparedness survey connected to candidate preparation and performance • Candidates complete a preparedness survey connected to candidate preparation and performance Data presented to faculty in fall

PK-12 Educational Leadership Assessment System (b)	
Components	**Location**
Goals There are six goals for the program based on the ISLLC standards. State competencies are linked to the six goals and to individual courses.	Program Manual which is provided to each candidate.
Courses Each course has specific requirements and assignments.	Syllabi
Embedded Experiences Each embedded internship experience has a required activity, assignment, or reflection.	Program Manual After grading/scoring, each is posted in an Electronic Portfolio.
WEAVE (Institutional Requirement) Each of the six program goals is measured annually using one identified assessment.	WEAVE Online
Leadership Model and Plan Candidates use a 360^0 self-assessment, dispositions assessment, and observer assessments to develop a leadership plan which includes strengths, weaknesses, and areas for growth. Candidates develop and present a Leadership Model which frames what they believe are the key elements of leadership.	Principles of Leadership Course
Internship Candidates complete an internship with defined experiences at elementary, secondary, central office, and community levels. All experiences have a required activity/assignment/reflection. Candidates have a building-level or central office supervisor. Following completion of internship, the supervisor completes an assessment of the candidate which focuses on the six program goals. Following completion of the internship, each candidate completes a self-reflection around the six program goals.	Program Manual and Syllabus After grading/scoring, each is posted in an Electronic Portfolio Supervisor Assessment Self-Assessment
Exit Interview Each candidate meets individually with internship faculty to discuss supervisor assessment, self-assessment, and to review electronic portfolio.	Individual Meetings
Final Assessment: SLLA All candidates must take the SLLA and meet state requirements.	SLLA Results
Alternative Final Assessment: Comprehensive Exam Candidates who fail the SLLA must take and pass a four-hour comprehensive exam which is rubric scored (blind) by two faculty members.	Exam Results
Program Assessment	
Meeting with Superintendents/Designees Program faculty meet annually with area superintendents/designees to discuss issues of interest related to the program.	Actual Meeting
Student Course Evaluations Students evaluate courses. Data are compiled by the college and shared with faculty members and the dean of the school. Faculty are required to review and analyze the data and to show in the annual reflective narrative how student feedback was used to strengthen the course.	Student evaluation data and reflective narrative reports
Program Evaluation An evaluation form is sent to the graduate's supervisor seeking input on how well the graduate was prepared around the six goals. There are also open-ended questions.	Program evaluation data

School Counseling Assessment System (c)

Ongoing, multi-faceted assessment is an integral part of the Lynchburg College School Counselor Education Program. The goals of the program are directly aligned with the primary assessment instruments and processes used to evaluate student learning outcomes and include the following:

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation processes: Definitive, quantitative data are gathered via the required evaluative processes delineated by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). The goals of the Counselor Education Program are directly aligned with the eight areas of professional competence delineated by CACREP. These areas and numerous other indicators of program quality specific to CACREP standards are evaluated as part of the regular seven year self-study accreditation cycle. The CACREP standards are comprised of three sections that address the overall program structure: Section I - The Learning Environment: Structure and Evaluation; Section II – Professional Identity; and Section III – Professional Practice. The knowledge competencies articulated in Section II are the basis for the goals of the program. CACREP accreditation also requires programs offering school counseling to address 69 standards specific to the knowledge, skills, and practices specific to the training of school counselors. The process includes an evaluation of the outcomes for school counseling students as assessed through surveys of employers, site supervisors, and program graduates working in the field. Maintaining accreditation also requires the program to complete a mid-cycle review during the seven year accreditation cycle.

The Counselor Preparation Comprehensive Examination (CPCE): All students in the School Counseling specialization must take and pass the Counselor Preparation Comprehensive Examination (CPCE). While not a professional licensure assessment prescribed by the Board of Education, this assessment ensures that students have achieved genuine professional competence in the eight core counseling competencies addressed in the examination. Again, these eight core competencies are directly reflected in the Counselor Education Program's goals and are aligned with the CACREP standards. The CPCE is a valid, reliable psychometric assessment researched and distributed by the Research Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC).

Internal Program Review: At the institutional level, attainment of the Counselor Education program goals is further reviewed and assessed through Lynchburg College's Internal Program Review practices. This process reflects and reviews program outcomes using data that includes ratings from supervisors, former students, and current employers as well as examining external standards of quality assurance and comparisons to other institutions offering a Master's degree in School Counseling.

WEAVE Assessments: WEAVE data for the Counselor Education program are derived from the final assessments of students conducted by their site supervisors upon the completion of the Internship, a capstone experiential course during which students complete a minimum of 600 hours of professional work in an appropriate setting. Students must be approved by the counseling faculty for enrollment in Internship predicated on their successful completion of Practicum, a preliminary field placement requiring a minimum of 100 hours of professional service. Students in the School Counseling specialization are placed in public schools throughout Central Virginia for completion of Practicum and Internship under the supervision of a licensed professional school counselor supported by on-campus seminar instruction provided by a faculty member who also holds a license in school counseling.

Additional Assessments: In addition to the systematic, formal assessment procedures mentioned above, additional quantitative, qualitative and anecdotal feedback is gathered from Practicum and Internship site supervisors via formal observation, assessment, and evaluation instruments completed in conjunction with the students' successful completion of these field experiences. Just as the CPCE serves as an academic capstone assessment, a variety of evaluative components evidence student learning outcomes related to effective professional school counseling practice during the capstone experiential course: COUN 698 School Counseling Internship. The assessments include the following:

- A total of 12 sessions of live supervision and assessment: eight conducted by the site supervisor; four conducted by the faculty supervisor
- Midterm and final evaluation documents completed by the site supervisor
- A final, summative evaluation completed by the faculty supervisor
- The maintenance and submission of a folder containing all documents of evidence related to the successful completion of the Internship requirements
- The completion and submission of a professional project undertaken and carried out at the Internship site
- Compilation of an portfolio reflective of all aspects of the student's work undertaken during the field experiences and representative of the roles, functions, and competencies of an entry-level school counseling professional.

Appendix E

WEAVE *Sample* Assessment Report
Lynchburg College
2014-15 Interdisciplinary Studies – Teacher Education, (Elem/Special Ed) BS
As of: 7/23/2015 07:51 AM EST

Mission/Purpose

The mission of the School of Education, Leadership Studies, and Counseling is to develop undergraduate and graduate students prepared to be leaders, educators and counselors who understand, respect, and support human diversity and to graduate citizens who serve their communities through the promotion of education, the support of counseling and the ability to lead.

Goals

G 1: Demonstrate professional and content knowledge
Demonstrate professional knowledge and accurate content appropriate knowledge for licensure endorsement area

G 2: Educate: engage and motivate students with effective instruction
Demonstrate the ability to engage and motivate student by planning effective instruction based on their knowledge of how all children learn

G 3: Engage, educate and serve: instruction based on needs and outcomes
Design, deliver and reflect on instruction based on needs and intended student outcomes

G 4: Engage, education and serve: create successful learning environments
Demonstrate the ability to create successful learning environments.

G 5: Engage, educate, and serve: analyze assessment information
Demonstrate the ability to analyze assessment information to support instructional practices

G 6: Educate: communicate, collaborate and model professionalism
Demonstrate ability to communicate, collaborate, and make ethical and professional judgements.

Student Learning Outcomes/Objectives (SLO), with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: To demonstrate leadership skills
All program completers at the undergraduate level will demonstrate leadership skills gained through formal study and a breadth of opportunities to observe, reflect upon, and practice these skills. We view the K-12 teacher as a leader. Students' skill development in the instructional arena also enhances students' preparation to lead in the classroom. Because the SLO has been met for many years, we will not be *targeting* this at this time; we will, of course, continue to monitor it, as it is a continuous part of the teaching profession and the overarching framework of our program.

Related Measures

M 7: Evaluation of Student Teaching
During student teaching, students independently plan their lessons, and implement for effective teaching, evidenced by teacher evaluation forms and college supervisor forms. Observation Report forms, and the final evaluation (narrative) forms are filled in by the cooperative teacher and the college supervisor; building principal forms will be also added for input from this person, when available. The appropriate sections filled in by these observers are: Area I – instructional planning, Area II – delivering instruction, Area IV – classroom and behavior management. Final observation and final narrative evaluation for each of the two placements are combined to provide assessment data for the objective.

All student teachers are evaluated in this manner, each semester.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

2014 Final Evaluation

Target:
We expect that overall, 85% of our student teachers will achieve a 4 or 5 in each of the 3 areas scored as follows:
Area One – a 4-5 **in at least three of the four items** within instructional planning;
Area Two – a 4-5 **in at least seven of the nine items** within delivering instruction;
Area Three – a 4-5 **in at least four of the six items** within classroom and behavior.

College supervisors and cooperating teachers will identify strengths and weaknesses in each of the three areas.

Finding (2014-15) – Target: Met
Student teachers (11 in fall and 22 in spring) successfully met this standard, with *all* percentage scores falling in the 4-5 range. Reporter will look for and report any strengths and weaknesses that may apply to the areas *in general* in the question area of this report. College supervisors' and cooperating teachers' scores were reviewed; comments were reviewed by reporter for strengths and weaknesses for the question/suggestion area.

Finding (2013-14) – Target: Met
As reported in the WEAVE report in questions above, the 44 student teachers in the 2013-14 ISTE program achieved in the 4/5 range in all three areas. The Dean and the Department Chair will meet in August to go over the specific strength and weakness comments from both cooperating teachers and supervisors to identify common themes to guide instruction for the faculty, as was done last year, so these comments can be woven in to instruction for the year into courses taken earlier by all education students as well as being used by supervisors and those who lead the seminars for the upcoming student teachers so that all of our students in the ISTE program can continue to benefit from what is learned from evaluations.

In instructional planning, it appears students primarily need assistance in using assessment data to design differentiated plans or to plan valid assessments of the lessons they have taught. Implementing their *own* assessments to determine what students have learned seem to be a weak area for them.

In delivering instruction, providing clear instructions appears to be the weakest area.

In managing classroom behavior, monitoring transitions generally is a challenge. Naturally, certain individuals have difficult classrooms, but this is to be expected.

Finding (2012-13) – Target: Met
Results:
Area One – 94% achieved a 4-5 in at least three of the four items within instructional planning
Area Two – 90% achieved a 4-5 in at least seven of the nine items within delivering instruction
Area Three – 85% achieved a 4-5 in at least four of the six items within classroom and behavior

Strengths identified: Redirecting students when frustrated; encouraging students in motivation and group active learning; preparing and detailing orientation

Weaknesses identified: Define objectives to be evaluated; Review at end of class.

Each of the 44 student teachers had two placements.

Finding (2011-12) – Target: Met
Results:
Area One – 90% achieved a 4-5 in at least three of the four items within instructional planning
Area Two – 90% achieved a 4-5 in at least seven of the nine items within delivering instruction
Area Three – 85% achieved a 4-5 in at least four of the six items within classroom and behavior

M 9: Final Student Teacher Evaluation – VA standards
Supervising Teachers complete a final evaluation for Student Teachers in 6 key areas.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
95% of student teachers will score at Proficient or higher on the 6 areas of the final evaluation.
Professionalism, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, and Professionalism.

Finding (2014-15) – Target: Met
The target is met for all 33 student teachers for the year; all six areas of the final evaluation had scores of proficient of higher as scored by college supervisors.

SLO 2: Establish safe environment - Service Profession

Program completers at the undergraduate level will demonstrate the ability to establish a safe and supportive environment to enhance student learning. This is one aspect of what a service-oriented profession addresses.

Related Measures

M 3: Learning Environment observation results-by supervisors and CTs

Review results on Student Teacher Observation Surveys completed by College Supervisor and Evaluations by Cooperating Teacher for Ability to establish a safe and supportive environment to enhance student learning. Indicators of an effective learning environment (from Student Teaching Lesson Observation Report);

- Arranges the classroom to maximize learning/safety
- Establishes clear behavioral expectation and consequences and enforces them consistently and fairly
- Establishes routines and procedures to maximize instructional time and minimize disruptions
- Promotes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic
- Models a respect for cultural differences and student diversity by displaying sensitivity and acceptance
- Actively listens to student
- Positively reinforces appropriate student behaviors

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

Student Teaching Lesson Observation Report

Target:

95% of program completers achieve program goal by scoring 3 (proficient of higher) on the Learning Environment section of the Student Teaching Observation Report completed by supervisors and cooperating teachers.

Finding (2014-15) – Target: Met

In the fall, 100% of 11 student teachers met this goal from both supervisors and cooperating teachers. In the spring, the target of at least 95% was met out of 22 student teachers; (2.44%) received a score of a 2 (developing) from cooperating teachers. It also must be reported, in fairness, that *all* of these students are at what is expected to be their capstone teaching experience. So, while the goal was met, this area is one we, as a department may wish to consider for further review.

Finding (2013-14) – Target: Not Met

For the 44 student teacher in the 2013-14 ISTE program, the college supervisors ranked area three with these averages: 4.4 out of 5 (4/5 is proficient) and an average of 38 of 41 possible answers. For cooperating teachers, area three ranked with these averages; 4.3 out of 5 (4/5 is proficient) and an average of 79 of 83 possible answers.
For cooperating teachers, an average ranking was 86%.
For supervisors, an average ranking was 89%.
The Dean, Department Chair for the Undergraduate Program and Licensure Head will meet to discuss how coursework can better address student proficiency in this area. Faculty must ensure that skills in the area of Learning Environment are well addressed in courses by entrance of student teaching.

Finding (2012-13) – Target: Met

100% of program completers achieved program goal by scoring 4-5 (proficient) on the Student Teaching Observation Report completed by supervisors and cooperating teachers. Forty six program completers were involved.

Finding (2011-12) – Target: Met

86% scored proficient (4-5) and 14% scored satisfactory (3).

Finding (2010-11) – Target: Met

Met target.

Finding (2009-10) – Target: Met

Reached target.

Finding (2007-08) – Target: Met

Supervisors note mastery of competencies through safety items on checklists, narrative evaluations and professional notes, 5% of program completers do not meet goal. (add items results for the 5%).

M 4: Preparedness Survey-Classroom Mgt by Cooperating Teachers

Area three- Classroom and Behavior Management is rated by cooperating teachers based on student teachers performance (See survey for items).

Scores1- Well Prepared, 2- Satisfactorily Prepared, and 3- Poorly Prepared

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

Final College Program and Supervisor Evaluation

Target:

95% achieve a 2- Satisfactorily prepared, or better on a three point scale

Finding (2014-15) – Target: Met

The goal was met, with at least 95% of the cooperating teachers who responded answering with either a 3 (well prepared) or a 2 (satisfactorily prepared) on the 3 point scale. Those who answered with "poorly prepared" had concerns that were explained mainly about the delivery of instruction and classroom management. There were 33 student teachers in the 2014-15 cycle.

Finding (2013-14) – Target: Partially Met

For the 44 student teachers in the ISTE program, 40 principals completed evaluations in the area of classroom and behavior management. The average of 3.68, with 4/5 being proficient, was given. This indicates principals felt the student teachers did only a satisfactory job in this area. Information is unavailable at this time from student teachers.

Finding (2012-13) – Target: Met

On the observation report from cooperating teachers and supervising teachers, in the classroom management area (where safety is addressed) 96% of the 46 program completers scored proficient (4-5). 100% of program completers had responses for how they would work to keep their classrooms to the indicators listed under classroom and behavior management and not all principals observed student teachers in their buildings. 29 of 35 gave a rating of proficient (4-5); the remaining gave a score of 3 out of 5.

Finding (2011-12) – Target: Met

86% scored proficient (4-5) and 14% scored satisfactory (3).

Finding (2010-11) – Target: Partially Met

Not specifically addressed on Student Teacher Final Evaluation. 92% said they were able to successfully organize and manage normal classroom activities.

Finding (2009-10) – Target: Partially Met

93% of Student Teaching Final Self Evaluations returned (31/38) indicated that the Program Completers felt that they were able to successfully establish a safe and productive learning environment during their student teaching experience.

Finding (2008-09) – Target:

Not able to do conclusively because all principals do not complete evaluations.

Finding (2007-08) – Target: Partially Met

Need to collate information gathered.

SLO 3: To demonstrate knowledge of the major field

Program completers at the undergraduate level will demonstrate knowledge of the major field as described in requirements for VA state competencies for teacher licensure.

Related Measure

M 2: Additional data sources for measuring knowledge

GPA overall, GPA in the major area, PRAXIS Core AND PRAXIS II, Virginia Reading Assessment, Virginia Communication and Literacy Assessment, Projects, Presentations and Research

Source of Evidence: Academic direct measure of learning – other

Connected Document

Student Teaching Final Self-Evaluation

Target:

All program completers will achieve the following: 2.5 GPA Overall 2.75 GPA in major course work, PRAXIS – Core Math – 150; Virginia Communications and Literacy Assessment (VCLA) passing score minimum of 235 in Reading and Writing; Reading for Virginia Educators (RVE) passing score 157; PRAXIS II in specialized subject area with scores varying by subtest. Additionally, all professional courses and major courses must be passed with a grade of C- or above; Field coursework must be passed with a grade of B- of above. Updated June 2015

Finding (2014-15) – Target: Met
All of the 33 student teachers (11 student teachers in the fall, 22 student teachers in the spring) met the target expectations listed above, thus demonstrating knowledge of the major field.

Finding (2013-14) – Target: Met
43 student teachers participated in the program for ISTE during the 2013-14 year. A 2.5 GPA overall was maintained by all participants as was a 2.75 GPA in major coursework. PRAXIS I scores were passing in all three areas as required. All students passed the Virginia Communications and Literacy Assessment and the PRAXIS II in his/her specialized subject area.

Finding (2012-13) – Target: Met
All student teachers met admission requirements (2.5 GPA overall, 2.75 GPA in major course work, PRAXIS I passing score) and all student teachers successfully completed the student teaching program except for two students who withdrew. Forty six teachers participated in successful student teaching.

Finding (2011-12) – Target: Met
All student teachers met admission requirements (the 2.5 GPA overall, the 2.75 GPA in major coursework, the Praxis I), and all student teachers successfully completed the student teaching program except one student who withdrew.

Finding (2010-11) – Target: Met
100% of Program Completers met all assessment requirements.

Finding (2009-10) – Target: Met
100% of Program Completers met these requirements.

Finding (2008-09) – Target: Met
All Program Completers met these requirements.

Finding (2007-2009) – Target: Met
100% of students admitted into the teacher preparation program must meet the GPA requirements. 100% of those admitted also pass the PRAXIS I exam. 99% of those seeking licensure pass the PRAXIS II exam.

M 8: Preparedness Survey-Coop. Teacher
Area One Instructional Planning item: "Demonstrate accurate knowledge of subject matter" Possible scores are 1- Well Prepared, 2- Satisfactorily Prepared, or 3- Poorly Prepared Completed at the end of the student teacher's experience in a school by the cooperating teacher.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Expect the 90% of student teachers receive a rating of 2- Satisfactorily Prepared of higher (3 point scale)

Finding (2014-15) – Target: Met
This goal was met with more than 90% of cooperating teachers rating their student teachers (fall and spring) with a score of 2 or higher on the 3 point scale. The few who did give a rating of "poorly prepared", the concerns were mainly about the delivery of instruction and classroom management.

SLO 4: To plan appropriate instruction and assessment
Program completers at the undergraduate level will plan appropriately instruction and assessment based upon knowledge of subject matter, community, and curriculum goals and student diversity.

Related Measures
M 1: Instructional Planning observations by supervisors and CTs
Section 2 (Instructional Planning) on Student Teacher Observation Report.
Indicators:
- Addresses appropriate curriculum standards
- Uses student learning data to guide planning
- Manages time for pacing, content mastery, and transitions
- Writes specific, measurable learning objectives based on school's curriculum and student learning needs
- Plans for differentiated instruction

Source of Evidence: Field work, internship, or teaching evaluation

Target:
95% of student teachers are ranked proficient (3 or higher) in instructional planning by college supervisor and cooperating teacher by the end of the student teaching experience. Results shown on Student Teaching Observation Report.

Finding (2014-15) – Target: Not Reported This Cycle
Because this target has been met for the last few years, this will not be a target for this year.
Finding (2013-14) – Target: Met
The 43 student teachers ranked proficient in this area by both college supervisors and cooperating teacher.

Finding (2012-13) – Target: Met
96% ranked proficient (4-5) and 4% ranked satisfactory (3). Number of students is 46.

Finding (2011-12) – Target: Not Reported This Cycle
not available – Jeri will research

Finding (2010-11) – Target: Met
outcome achieved

Finding (2009-10) – Target: Met
outcome achieved

Finding (2008-09) – Target: Met
outcome achieved

Finding (2007-08) – Target: Met
Performance level achieved

SLO 5: To use effective communication strategies
The program completer at the undergraduate level effectively uses communication strategies.

Related Measures

M 5: Instruct. Delivery – observations by supervisors and CTs
Student teachers are observed and scored on the Student Teacher Observation report. Communication strategies are rated under Instructional Delivery.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
95% of program completers will be rated as 3-Proficient or higher in Instructional Delivery (which includes communicates clearly and checks for understanding) by college supervisors and cooperating teachers.

Finding (2014-15) – Target: Met
All student teachers (11 in fall and 22 in spring) received scores of 3 (proficient) or higher from both supervisors and cooperating teachers in this area.

Finding (2013-14) – Target: Partially Met
For the 44 students teachers in the ISTE 2013-14 program. cooperating teachers findings in this area were as follows: 2.91 with a score of 3 being exemplary (2 being acceptable) and 83 of 83 possible answers. For supervisors, the finding were: 3 of 3, and 35 of 41 possible answers.
Supervisor respondent's percentage: 98%
Cooperating teacher respondents percentage: 97%

Finding (2012-13) – Target: Met
89% of 46 program completers met Area 4 (Professionalism) item – speaks and writes clearly and correctly at exemplary level; the other 11% met the level at acceptable level (2).

Finding (2011-12) – Target: Partially Met
96% met Area 4 (Professionalism) item – speaks and writes clearly and correctly.

Finding (2010-2011) – Target: Not Reported This Cycle
Information not available as a final program evaluation was not completed by college supervisors or cooperating teachers.

Finding (2009-10) – Target: Partially Met
93% of program completers, who returned the Student Teaching Final Self Evaluation (31/38), felt that they were able to establish a good working relationship with students and parents.

Finding (2008-09) – Target: Partially Met
Due to the findings from course evaluations completed by cooperating teachers and supervisors, which stated that student teachers were weak in grammar skills, the Teacher Preparation Program encourages students to take the ENG 315 Grammar course. Feedback from students shows dissatisfaction with this course, however. A review of the contents of the course and its usefulness to the program is needed.

Finding (2007-08) – Target: Partially Met
Results indicate that student teachers are deficient in grammar skills, such as grammar rules and writing mechanics.

SLO 6: To model professional standards
The program completer at the undergraduate level will model professional standards in all interactions.

Related Measures

M 6: Professionalism – observations by supervisors and CTs
Analysis of Student Teacher Evaluations done by college supervisors, cooperating teachers, and student teachers self-evaluations to determine the ability of program completers to model professional standards.

Indicators:
- Communicates effectively and appropriately with teachers, administrators and other school personnel
- Adheres to federal and state laws, school policies, and ethical guidelines
- Demonstrates consistent mastery of standard oral and written English in all communication
- Works collaboratively with teaching colleagues
- Is punctual and regular in attendance
- Dresses appropriately
- Maintains confidentiality
- Accepts constructive criticism; acts on suggestions
- Completes timesheets, lesson plans, and all other required documents accurately and meets deadlines
- Displays mature judgment and self-control

Target:
100% of program completers will model professional standards. Students already passed a background check, have 3 references and analysis of student teaching by cooperating teachers and supervisors.

Scale:
5 – Exemplary: Consistently exceeds expectations at an exceptional level for a student teacher on all indicators.
4 – Highly Proficient: Meets and frequently exceeds expectations for a student teacher on most indicators.
3 – Proficient: Meets expectations at an acceptable level for a student teacher on most indicators.
2 – Developing: Does not consistently meet expectations at an acceptable level for a student teacher on several indicators.
1 – Unacceptable: Does not meet expectations for a student teacher on most or all indicators.

Finding (2014-15) – Target: Met
When we again use the measure of 3 or better, all student teachers (11 in fall and 22 in spring), the target of 100% is met. Only 4.55% gained a score of 3 (again, in the spring semester when more students are participating in student teaching and form cooperating teachers). While the target was met, this is one area where the reporter feels the School will look more deeply at *why* this score of 3 was received. No comments are given to explain "proficient," and while proficient is satisfactory, we in this School want our students to be true professionals.

Finding (2013-14) – Target: Partially Met
44 of the student teachers in ISTE 2013-14 program, supervisors reported the following findings: 2.90 on a scale of 3 (exemplary) modeled professional, moral and ethical standards. 41 of 41 supervisors responded. The cooperating teachers answered as follows: 2.91 on a scaled of 3 (exemplary). 83 of 83 answers were given.
Cooperating teacher's percentage scores: 98%
Supervisor's percentage scores: 98%

Finding (2012-13) – Target: Partially Met
98% of 46 program completers modeled professional, moral and ethical standards at the exemplary (3) measure. The other two percent were at the satisfactory level.

Finding (2011-12) – Target: Met
100% of program completers modeled professionals standards – 96% at exemplary (3) and 4% at acceptable (2) level.

Finding (2010-11) – Target: Met
100% of program completers modeled professional, moral and ethical standards as indicated on Student Teacher Evaluations.

Finding (2009-10) – Target: Met
100% of Program Completers modeled professionalism, moral and ethical standards as indicated by supervisors and cooperating teachers.

Finding (2008-09) – Target: Met
All students who completed the capstone student teaching experience modeled professional, moral and ethical standards.

Finding (2007-08) – Target: Met
Required for successful program completion

Analysis Questions and Analysis Answers

Taking a three-to-five-year view of the data for student learning outcomes, on which outcomes do you see improved results? Discuss.

We have revised our student teacher observation forms beginning with the 2014-2015 year; this year will serve as a baseline for the measures that support outcomes 2, 3, 4, 5, and 6. For outcome 1, students continue to meet targets.

What specifically did your assessments show regarding any learning outcomes that will require continued attention?

We will see comments that encourage us to help student teachers learn to focus comments on positive behaviors, not just negative ones; address student behavior when it is not on-task; ensure directions are understood; make sure lower and upper grade levels are being given equal attention even if one is preferred by student teacher. These comments reference outcome #5, as well as, 1, 3 and 4.

Please highlight one or more examples of how the department has used assessment data to make improvements.

The School of Education, Leadership Studies and Counseling has realized that students continue to struggle with classroom management. Instead of just accepting this as something that most students will struggle, faculty have changed when the course is offered, looking more realistically at the maturation of our own students and when the course will do the most good for them in their learning process for growth as teachers. The data clearly demonstrated this was a problem over the last few years and research in the area of the teacher candidates confirms it isn't a problem for LC alone. Even though this is an area of challenge, LC must further focus on teacher preparation in classroom management. But brushing it off as if it is a problem we can do nothing about would be irresponsible to our teacher candidates. We must address this issue in the preparation of our students.

Appendix F (a)

LYNCHBURG COLLEGE
Spring 2015 Mid-Term Evaluation Average of Student Teachers

Student _____ Subject/Grade_____
School _____ Semester _____

Consider the student teacher's overall performance and growth when assigning a performance rating to each of the Virginia Uniform Performance Standards. Specific indicators for each standard are listed in the Student Teaching Handbook. Please refer to and consider the specific indicators for each standard as you complete this evaluation. Your frank and honest assessment is most beneficial.

Performance Rating Scale:

5 - Exemplary: Consistently exceeds expectations at an exceptional level for a student teacher on all indicators.
4 - Highly Proficient: Meets and frequently exceeds expectations for a student teacher on most indicators.
3 - Proficient: Meets expectations at an acceptable level for a student teacher on most indicators.
2 - Developing: Does not consistently meet expectations at an acceptable level for a student teacher on several indicators.
1 - Unacceptable: Does not meet expectations for a student teacher on most or all indicators.

VA Uniform Performance Standard			
1 Professional Knowledge	5 **34.21%**	4 **57.89%**	3 **7.90%**
2 Instructional Planning	5 **23.68%**	4 **63.16%**	3 **13.16%**
3 Instructional Delivery	5 **18.42%**	4 **63.16%**	3 **18.42%**
4 Assessment of and for Student Learning	5 **23.68%**	4 **52.63%**	3 **23.68%**
5 Learning Environment	5 **31.58%**	4 **47.37%**	3 **21.05%**
6 Professionalism	5 **44.73%**	4 **47.37%**	3 **7.90%**
7 Student Academic Progress	**Incorporated into Standard 4 for evaluation purposes*		

2015 Revised 38 Evaluations

In the space below please provide overall comments regarding specific strengths and weaknesses related to the performance of the student teacher. Feel free to attach another page if necessary.

Evaluator _____ Position _____
Student Teacher _____ Conference Date: _____

Appendix F (b)

LYNCHBURG COLLEGE
Spring 2015 Final Evaluation Average
of Student Teachers by Cooperating Teachers

Student _____ Subject/Grade_____
School _____ Semester _____

Consider the student teacher's overall performance and growth when assigning a performance rating to each of the Virginia Uniform Performance Standards. Specific indicators for each standard are listed in the Student Teaching Handbook. Please refer to and consider the specific indicators for each standard as you complete this evaluation. Your frank and honest assessment is most beneficial.

Performance Rating Scale:

5 - Exemplary: Consistently exceeds expectations at an exceptional level for a student teacher on all indicators.
4 - Highly Proficient: Meets and frequently exceeds expectations for a student teacher on most indicators.
3 - Proficient: Meets expectations at an acceptable level for a student teacher on most indicators.
2 - Developing: Does not consistently meet expectations at an acceptable level for a student teacher on several I indicators.
1 - Unacceptable: Does not meet expectations for a student teacher on most or all indicators.

VA Uniform Performance Standard					
1 Professional Knowledge	5 **58.54%**	4 **41.46%**	3	2	1
2 Instructional Planning	5 **51.23%**	4 **41.46%**	3 **7.31%**	2	1
3 Instructional Delivery	5 **39.02%**	4 **48.78%**	3 **12.20%**	2	1
4 Assessment of and for Student Learning	5 **46.34%**	4 **46.34%**	3 **4.88%**	2 **2.44%**	1
5 Learning Environment	5 **41.46%**	4 **46.34%**	3 **9.76%**	2 **2.44%**	1
6 Professionalism	5 **65.85%**	4 **29.27**	3 **4.88**	2	1
7 Student Academic Progress	**Incorporated into Standard 4 for evaluation purposes*				

2015 Revised N=41 Evaluations

In the space below please provide overall comments regarding specific strengths and weaknesses related to the performance of the student teacher. Feel free to attach another page if necessary.

Evaluator _____ Position _____
Student Teacher _____ Conference Date: _____

Appendix F (c)

LYNCHBURG COLLEGE
Spring 2015 FINAL Evaluation Average
of Student Teachers by Supervisors

Student _____ Subject/Grade_____
School _____ Semester _____

Consider the student teacher's overall performance and growth when assigning a performance rating to each of the Virginia Uniform Performance Standards. Specific indicators for each standard are listed in the Student Teaching Handbook. Please refer to and consider the specific indicators for each standard as you complete this evaluation. Your frank and honest assessment is most beneficial.

Performance Rating Scale:

5 - Exemplary: Consistently exceeds expectations at an exceptional level for a student teacher on all indicators.
4 - Highly Proficient: Meets and frequently exceeds expectations for a student teacher on most indicators.
3 - Proficient: Meets expectations at an acceptable level for a student teacher on most indicators.
2 - Developing: Does not consistently meet expectations at an acceptable level for a student teacher on several indicators.
1 - Unacceptable: Does not meet expectations for a student teacher on most or all indicators.

VA Uniform Performance Standard					
1 Professional Knowledge	5 **81.82%**	4 **18.18%**	3	2	1
2 Instructional Planning	5 **54.55%**	4 **45.45%**	3	2	1
3 Instructional Delivery	5 **63.64%**	4 **36.36%**	3	2	1
4 Assessment of and for Student Learning	5 **64%**	4 **36%**	3 **4.55%**	2	1
5 Learning Environment	5 **50%**	4 **50%**	3	2	1
6 Professionalism	5 **90.91%**	4 **9.09**	3	2	1
7 Student Academic Progress	*Incorporated into Standard 4 for evaluation purposes*				

2015 Revised N=22 Evaluations

In the space below please provide overall comments regarding specific strengths and weaknesses related to the performance of the student teacher. Feel free to attach another page if necessary.

Evaluator _____ Position _____
Student Teacher _____ Conference Date: _____

Appendix F (d)

Principal's Evaluation Summary for Spring 2015
Lynchburg College - Building Principal's Student Teaching Evaluation

Student: _____ **Grade/Subject:** _____
School: _____**Time/Date:** _____
Cooperating Teacher: _____

Performance Rating Scale:

5 - Exemplary: Consistently exceeds expectations at an exceptional level for a student teacher on all indicators.
4 - Highly Proficient: Meets and frequently exceeds expectations for a student teacher on most indicators.
3 - Proficient: Meets expectations at an acceptable level for a student teacher on most indicators.
2 - Developing: Does not consistently meet expectations at an acceptable level for a student teacher on several indicators.
1 - Unacceptable: Does not meet expectations for a student teacher on most or all indicators.

Observation Criteria					
Professional Knowledge	5 **10%**	4 **50%**	3 **40%**	2	1
Instructional Planning	5 **10%**	4 **60%**	3 **30%**	2	1
Instructional Delivery	5 **20%**	4 **40%**	3 **30%**	2 **10%**	1
Learning Environment	5 **20%**	4 **40%**	3 **30%**	2 **10%**	1

2015 Revised N=10 Evaluations

Professional Knowledge
- Facilitates student' use of higher level thinking
- Links present content with past and future learning experiences, other subject area, and the real world
- Demonstrates accurate content knowledge
- Bases instruction on goals that reflect high expectations and an understanding of the subject
- Shows an understanding of the various developmental characteristics of the students

Instructional Planning
- Addresses appropriate curriculum standards
- Uses student learning data to guide planning
- Manages time for pacing, content mastery, and transitions
- Write specific, measurable learning objectives based on school's curriculum and student learning needs
- Plans for differentiate instruction

Instructional Delivery
- Engages and maintains students in active learning
- Builds upon student's existing knowledge and skills
- Verbally states and reinforces learning objectives consistently throughout the lesson
- Uses a variety of instructional strategies and resources
- Uses instructional technology to enhance learning
- Displays effective questioning to encourage higher levels of thinking

- Communicates clearly and checks for understanding
- Differentiates instruction to meet students' needs
- Assesses student learning relative to lesson objectives
- Provides clear closure to the lesson

Learning Environment

- Arranges the classroom to maximize learning/safety
- Establishes clear behavioral expectations and consequences and enforces them consistently and fairly
- Establishes routines and procedures to maximize instructional time and minimize disruptions
- Promotes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic
- Models a respect for cultural differences and student diversity by displaying sensitivity and acceptance
- Actively listens to students
- Positively reinforces appropriate student behaviors

Appendix G
School of Education, Leadership Studies, and Counseling
Partnership and Collaboration Summary

Education Program	Partnership and Collaboration Description	Met School Needs	Collaborators
Emerging Partnership with Central Virginia Community College (CVCC) and five area school divisions to "Grow Your Own Teachers"	Through a unique partnership, school divisions will identify students from underrepresented groups or who want to teach a STEM subject and encourage them to enter the teaching profession. Students are dually admitted to both CVCC and Lynchburg College (LC) for the first two years. While the majority of courses are taken at the community college during the first two years, candidates will also attend Lynchburg College to take four predetermined licensure courses. Students would receive tuition reduction to complete their teaching licensure. The students would then be employed by the school division that identified them.	Helps school divisions address a critical need to attract students from underrepresented populations and/or teachers to teach in hard to fill areas (STEM)	Central Virginia Community College, Lynchburg College, Lynchburg City Schools, Amherst County Schools, Appomattox County Schools, Bedford County Schools, and Campbell County Schools
The SELC Cohort for Administration and Supervision	Cohort members are selected or encouraged by area-partnership school systems to participate in a master's program leading to licensure in administration and supervision.	There is an increasing number of administrators. The need for new administrators will continue to increase. More than 100 graduates of the program serve as school or division-based administrators.	Five partnership schools: Amherst, Appomattox, Bedford, Campbell and Lynchburg City Schools. Nelson County and Pittsylvania also nominate students for some cohorts.
Reading Classes Lynchburg City School Teachers	Two Reading (3 credit) course are taught at LC for a cohort of LCS teachers. One section is for elementary teachers and one section is for secondary teachers.	Help prepare public school teachers for the demand of improving reading skills in children.	Three LC faculty and LCS teachers.
Annual Schewel Lecture	This lecture series brings nationally known experts in the field of education and human diversity to the LC campus each spring.	Topics are current and related to teachers' concerns, as well as, pre-service teachers' knowledge base. For 2016, the topic	LC School of Education, Sweet Briar, Randolph College faculties, area school systems,

Education Program	Partnership and Collaboration Description	Met School Needs	Collaborators
		will be the integration of technology and learning	area agency leaders, community groups, etc.
"Book Buddies Reading Program"	LC students in Field Experience Il, both regular and Special Education, work one-on-one with identified students who need additional help with improving their reading skills.	Students in grades two through four have been identified by their classroom teachers as needing additional one-on-one help to improve their reading skills.	Robert S. Payne, Thomas C. Miller, Perrymont Elementary Schools and LC reading and Special Education faculty members.
Reading Clinic: Summer Institute	Culminating Experience: Reading Specialist graduate students provide one-on-one tutoring for students in grades two through 12. The clinic experience is required for graduates to complete the education (endorsement) program.	The clinic is open to area students who have been recommended by their regular classroom teacher as needing additional help with improving reading skills.	Area schools, LC Reading Specialist faculty members and LC Reading Specialist graduate students.
School of Education Advisory Board	Area principals and teachers, LC faculty members, and appropriate community leaders serve on this advisory board. All provide suggestions for area school needs.	Open discussions at meetings help bring out positives of the education (endorsement) programs at LC. Suggestions also are made regarding improvements or revisions in programs.	Representatives from partnership schools, Central Virginia Community College, LC program representatives and appropriate community leaders.
Tri-College Consortium Grant Team	The Tri-College team, with representatives from Randolph College, Sweet Briar College, and Lynchburg College meet multiple times during a grant year to prepare training sessions for area teachers.	Master teachers present at workshops and information sessions on specific topics each year. Master teachers have completed at least three years of Santa Cruz Training.	Teachers from partnership schools, Master Teachers, Randolph College, Sweet Briar College, and LC faculty.
EDLS 669 Special Topics courses are offered at various times to support educational entities.	This course was designed for administrators who want to stay abreast with current issues in Leadership. LC offers a special tuition rate.	This course is offered to licensed administrators who want to explore an issue or topic that is current and relevant and of a personal concern to them. The course may be tied to a school division, a grant initiative, or a state or national organization.	Currently, credit is offered through programs connected to the Virginia Department of Education and the National Association of Secondary School Principals
Field Experience I Elementary, Special Education, Secondary Pre-Service Teachers	Pre-service teachers observe K-12 classes weekly and help teachers with a variety of tasks: working one-on-one with students, sorting, and	Pre-service teachers assist classroom teachers by conducting one-on-one tutoring or small group testing as well as	LC faculty and Lynchburg City School system teachers grades K-12.

Education Program	Partnership and Collaboration Description	Met School Needs	Collaborators
	returning papers.	completing clerical duties.	
Field Experience II Secondary Pre-Service Teachers	Pre-Service teachers work with assigned secondary teachers to plan lessons for small and whole group instruction. They work in their assigned schools two days per week.	Pre-service teachers help classroom teachers prepare students for *Standards of Learning* testing as well as honing their own teaching skills	LC faculty and partnership schools: Amherst, Bedford, Campbell Counties and Lynchburg City Schools. LC instructors.
Field Experience III Elementary and Special Education Pre-Service Teachers	Pre-service teachers work with teachers at various grade levels: K-6 to teach small and whole group instruction. Special Education pre-service teachers work with K-12 grade levels	Pre-service teachers work closely with classroom teachers to help with a variety of classroom tasks as well as planning and teaching small and whole groups of students.	Partnership school systems: Amherst, Appomattox, Bedford, Campbell and Lynchburg City Schools. LC faculty instructors.
Hutcherson Early Learning Center	LC partners with Hutcherson Early Learning Center to provide an opportunity for younger children to have a program outside their regular environment.	This playgroup program is designed to help area special needs children to socialize with the other children in our LC neighborhood.	Area teachers and administrators; LC facilitators.
"Teachers for Tomorrow"	LC partners with four school systems to offer dual enrollment courses for Field Experience I and EDUC 101 Foundations, for four credit hours. Most instruction is delivered by master teachers in home-based schools. LC faculty teach seminars on campus	High school students get a head start on their education programs. LC fee of $100 for 4 credits is a great deal--divisions pay the fee, and students receive dual enrollment credit.	Specific teachers in Appomattox, Bedford, Campbell and Lynchburg City Schools deliver the majority of the instructional content at the home-based high schools. LC faculty delivers seminars on campus
Reading: Literacy Studies Certificate	Graduate courses are offered in the Reading Specialist program. Classes are open to teachers who want to improve their own knowledge of literacy. 12 credit hours	The Certificate program is offered in response to area requests from school systems for course work to improve teachers' knowledge of literacy	Area schools: LC Reading Specialist faculty.
Claytor Nature Study Center (CNSC)	Area school systems send K-12 students to visit the center for interdisciplinary studies appropriate to grade level and subject areas. Visits are coordinated and implemented by LC science and education faculty. Saturday programs are conducted by LC faculty and CNSC director	Hands-on programs help students understand various aspects of science and other interdisciplinary topics and subjects	Area school systems. LC science faculty and Claytor Nature Study Center director.

Education Program	Partnership and Collaboration Description	Met School Needs	Collaborators
Autism Spectrum Disorders Certificate (ASD)	This 12-credit hour certificate program is offered to individuals who want to add to their knowledge of Autism Spectrum Disorders especially Asperger Syndrome.	This was in response to requests from area school systems which had indicated a need for additional course work and field experiences for teachers.	Teachers from area school systems and LC faculty.
Special Olympics	Pre-service teachers work with area Special Education students in preparing and participating in the spring Special Olympics held at LC.	Area teachers have indicated that students with special needs gain so much from participating in the Special Olympics and enjoy the attention from the LC pre-service teachers.	Area schools, LC pre-service teachers, and LC faculty.
Special Education Distance Learning Courses	Faculty members at Radford University and LC share offering distance learning courses so that more teachers earn credits required for licensure.	There is always a shortage of licensed teachers, especially in Early Childhood Special Education. Courses offered by the Radford University and LC Consortium help to fill the need for more licensed teachers.	Radford University and LC faculty.
Tri-College Consortium Colloquium	In conjunction with Randolph College and Sweet Briar College, Lynchburg College hosts annual colloquia for pre-service teachers from three area colleges and all Clinical Faculty.	Based on annual surveys of previous participants of colloquia, topics are chosen related to teachers' requests (i.e. best practices, differentiation, response to intervention, etc.).	Five partnership schools, Tri-College Consortium Education faculty members.
Counseling Parent Education Program	Counseling faculty members present workshops and information sessions on a variety of topics related to family.	Surveys and feedback from previous workshops and informational sessions indicate that parents want and need current information about specific topics such as drug use, drinking, sex education, bullying, etc.	Sessions are open to all parents of any area school.
Central Virginia Community College (CVCC)	Lynchburg College (LC) and the Virginia Community College System (VCCS), recognizing the need to facilitate the transfer of students from the community college to LC, adopted a Guaranteed Admission Agreement (GAA).	CVCC students benefit with a LC guaranteed admission and most General Education classes completed	CVCC students, LC students

Education Program	Partnership and Collaboration Description	Met School Needs	Collaborators
Central Virginia Community College (CVCC)	Lynchburg College (LC) and the Virginia Community College System (VCCS), recognizing the need to facilitate the transfer of students from the community college to LC, adopted a Guaranteed Admission Agreement (GAA) for dual enrollment high school students.	CVCC dual enrollment students benefit with a LC guaranteed admission and most General Education classes completed	CVCC students, LC students

Appendix H

Educational Leadership Rubric Assessment
WEAVE Rubric for Standard 1

Required Components	Exemplary 2	Acceptable 1	Unacceptable 0
School's Mission and Vision Statement	Written evidence that the mission and vision statements were analyzed and reviewed	Written evidence that the mission and vision statements were reviewed	No written evidence that the mission and vision statement were reviewed
School Procedures, Processes, Rules, and Culture	Written evidence that the school procedures, processes, rules, and culture were analyzed and reviewed	Written evidence that the school procedures, processes, rules, and culture were reviewed	No written evidence that the school procedures, processes, rules, and culture were reviewed
Congruence of Mission and Vision Statement with Practice	A minimum of four specific examples demonstrating that the mission and vision are in congruence with practice	One to three specific examples demonstrating that the mission and vision are in congruence with practice	No specific examples demonstrating that the mission and vision are in congruence with practice
Lack of Congruence of Mission and Vision Statement with Practice	A minimum of two specific examples identifying a lack of congruence of the mission and vision statements with practice or a clearly defined statement demonstrating that there is no incongruence in any school procedures, processes, rules, or culture.	One specific example identifying a lack of congruence of the mission and vision statements with practice **or** a statement demonstrating that there is no incongruence in any school procedures, processes, rules, or culture.	No specific examples or statements provided.
Findings	Written evidence that the information was shared with the school administrative team.	Verbal evidence that the information was shared with the school team.	No evidence that the information was shared with the school team.

Results

Number Scoring Exemplary	Number Scoring Acceptable	Number of Initial Unacceptable [Returned and Resubmitted)	Percentage Scoring Acceptable or Better on Initial Submission

Educational Leadership
WEAVE Rubric for Standard 2

Required Components	**Exemplary 2**	**Acceptable 1**	**Unacceptable 0**
Analyze school or division SOL and AYP data.	Detailed written evidence that SOL and AYP data were analyzed	Written evidence that SOL and AYP data were analyzed	No written evidence that SOL and AYP data were analyzed
Minority students	A minimum of three specific examples identifying areas which could be improved	A minimum of two specific examples identifying areas which could be improved	Less than two specific examples identifying areas which could be improved
Students on free lunch	A minimum of three specific examples identifying areas which could be improved	A minimum of two specific examples identifying areas which could be improved	Less than two specific examples identifying areas which could be improved
Students with disabilities	A minimum of three specific examples identifying areas which could be improved	A minimum of two specific examples identifying areas which could be improved	Less than two specific examples identifying areas which could be improved

Results

Number Scoring Exemplary	Number Scoring Acceptable	Number of Initial Unacceptable [Returned and Resubmitted)	Percentage Scoring Acceptable or Better on Initial Submission

Educational Leadership
WEAVE Rubric for Standard 3

Required Components	**Exemplary 2**	**Acceptable 1**	**Unacceptable 0**
Analyze school compliance with Standards of Accreditation (SOA)	Detailed written evidence that Standards of Accreditation were analyzed	Written evidence that Standards of Accreditation were analyzed	No written evidence that Standards for Accreditation were analyzed
Review findings with building leadership team	Written evidence that the information was shared with the building leadership team	Verbal evidence that the information was shared with the building leadership team	No evidence that the information was shared with the building leadership team
Suggest ways to strengthen compliance with SOA	A minimum of three specific examples identifying ways to strengthen compliance	A minimum of two specific examples identifying ways to strengthen compliance	Less than two specific examples identifying ways to strengthen compliance

Results

Number Scoring Exemplary	Number Scoring Acceptable	Number of Initial Unacceptable [Returned and Resubmitted)	Percentage Scoring Acceptable or Better on Initial Submission

Educational Leadership
WEAVE Rubric for Standard 4

Interns are assessed around six standards: vision, instructional leadership, management, collaboration, ethics/diversity, and the larger context. One of those areas is used to measure Standard 4 (collaboration).

Supervising Administrator Evaluation

Program Standards	**Exemplary 2**	**Acceptable 1**	**Unacceptable 0**
Collaboration	The candidate brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children. The candidate involves families in decision making about their children's education and uses effective public information strategies to communicate with families and community members. The candidate applies communication and collaboration strategies to develop family and local community partnerships, and develops comprehensive strategies for positive community and media relations.	The candidate understands the importance of bringing together the resources of schools, family members, and community to positively affect student learning. The candidate attempts to involve families in decision making about their children's education and uses effective public information strategies to communicate with families and community members. The candidate is knowledgeable of communication and collaboration strategies to develop family and local community partnerships.	There is little evidence that the candidate brings together community resources to affect student learning. There is little or no evidence that families are involved in decision-making or that effective communication strategies are used. There is little or no evidence of the ability to develop positive strategies.

Results

Number Scoring Exemplary	Number Scoring Acceptable	Number of Initial Unacceptable [Returned and Resubmitted)	Percentage Scoring Acceptable or Better on Initial Submission

Educational Leadership
WEAVE Rubric for Standard 5

Required Components	Exemplary 2	Acceptable 1	Unacceptable 0
Discipline data is disaggregated	Data is disaggregated by race, socio-economic status, special education, and gender	Data is disaggregated for three subgroups (race, socio-economic status, special ed, and gender)	Data is disaggregated for less than three subgroups (race, special ed, socio-economic status, and gender)
Patterns of referrals are identified	A minimum of three patterns are identified	A minimum of two patterns are identified	Less than two patterns are identified
Strategies to improve discipline are identified with reference to parents and community agencies	A minimum of four specific strategies are identified with two of the strategies referencing parents and community agencies	A minimum of two specific strategies are identified with one of the strategies referencing parents and/or community agencies	Less than two strategies identified or no reference to parents and/or community agencies

Results

Number Scoring Exemplary	Number Scoring Acceptable	Number of Initial Unacceptable [Returned and Resubmitted)	Percentage Scoring Acceptable or Better on Initial Submission

Educational Leadership
WEAVE Rubric for Standard 6

Required Components	Number/Percent Meeting or Exceeding Virginia Cut Score	Number/Percent Not Meeting Virginia Cut Score	Number/ Percent Not Taking SLLA
Virginia's cut score is 163.			

Appendix B

January 14, 2016,

Letter from Lynchburg College Administration in Response to the Professional Education Program Review Report of Findings

LYNCHBURG
COLLEGE EST. 1903

School of Education
Office of the Dean

January 14, 2016

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

Dear Dr. Johnson:

This letter is to acknowledge receipt of the final accreditation report for Lynchburg College which will be submitted to ABTEL. After review, we find the report to be factually accurate with no suggested changes. We appreciate the opportunity to comment, but we have nothing to add. We accept the findings and appreciate the work of the visiting team.

Dr. Roger Jones, Dean of the School of Education, Leadership Studies, and Counseling will be attending the ABTEL meeting on January 25. We look forward to a successful review and to subsequent meetings with the State Board of Education.

Thanks again for your leadership and for the work of the visiting team in helping us improve our licensure programs.

Sincerely,

Kenneth R. Garren

Dr. Kenneth Garren
President

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