

# Virginia Board of Education Agenda Item



Agenda Item: C

Date: May 25, 2017

|                  |   |              |                |
|------------------|---|--------------|----------------|
| <b>Title</b>     | Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at Averett University through a Process Approved by the Board of Education |              |                |
| <b>Presenter</b> | 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: April 22, 2010

Action: First and Final Review

Date: April 27, 2017

Action: First Review

**Action Requested:**

Final review: Action requested at this meeting.

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

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

**Background Information and Statutory Authority:**

Goal 5: The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.) 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 Opportunity Act reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states are required to develop criteria, procedures, and processes from which institutions “at-risk of becoming low-performing” and “low-performing” institutions could be identified. The Board of Education Definition for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as required by the Title II of the Higher Education Opportunity Act, may be accessed on the following website:

[http://www.doe.virginia.gov/teaching/educator\\_preparation/college\\_programs/definitions\\_low\\_performing\\_institutions.pdf](http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/definitions_low_performing_institutions.pdf). [Please note: On March 23, 2017, the Board of Education approved the recommendation from the Advisory Board on Teacher Education and Licensure (ABTEL) to revise the definitions of “at-risk of becoming low-performing” and “low-performing” institutions of higher education in Virginia as required by Title II.]

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* 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.

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

| <b>Endorsements</b>                         | <b>Program Levels</b>                      |
|---|--|
| Administration and Supervision PreK-12      | Graduate (online program)                  |
| Computer Science (add-on)                   | Undergraduate                              |
| Driver Education                            | Undergraduate                              |
| Elementary Education PreK-6                 | Undergraduate                              |
| English                                     | Undergraduate                              |
| Gifted Education                            | Graduate*                                  |
| Health and Physical Education PreK-12       | Undergraduate                              |
| History and Social Sciences                 | Undergraduate                              |
| Journalism (add-on)                         | Undergraduate*                             |
| Mathematics                                 | Undergraduate                              |
| Special Education – General Curriculum K-12 | Undergraduate<br>Graduate (online program) |
| Speech Communication (add-on)               | Undergraduate                              |
| Theater Arts PreK-12                        | Undergraduate                              |
| Visual Arts PreK-12                         | Undergraduate                              |

\*Indicates inactive programs

**Summary of Important Issues:**

Averett University requested accreditation through the Board of Education approved process. The on-site visit to review the program was conducted November 1-4, 2016. The *Professional Education Program Review Team Report of Findings (Appendix A)* and *Averett’s Institutional Response to the Professional Education Program Review Team Report of Findings (Appendix B)* can be found in the appendices. The overall recommendation of the on-site review team is that the professional education program be “accredited.” The team’s recommendations are presented in summary as they relate to each Board of Education standard based on the *Institutional Report*, on-site evidence, and the post-visit documentation.

On March 20, 2017, the Advisory Board on Teacher Education and Licensure unanimously approved the recommendation that the professional education program at Averett University be accredited through the Board of Education approved accreditation process. The Advisory Board also requested Averett University representatives to submit the response to the *Report of Findings*. Refer to Appendix B.

The 2017 review team’s recommendations for each of the four standards were as follows:

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

The following strengths and weaknesses were noted for Standards 1 through 4:

### STANDARD 1

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

Strengths

1. The incorporation of multiple field experiences prior to student teaching is a strength of the program. Candidates are provided opportunities that begin with the first education class to gradually transition the candidate from observer, to aid, to assistant, and ultimately, to leading teacher.
2. The program collaborates with the local school divisions to improve the quality of education in the form of the Professional Development Academies. The Professional Development Academies provide a great opportunity for the Professional Education Program and the community to share ideas and expertise.
3. Students in the Averett University Professional Education Program have access to a classroom infused with technology that is commonly used in PreK-12 schools. Candidates are exposed to the new technologies and get hands-on experience in how to effectively utilize the technology in a classroom setting.
4. The addition of the Praxis preparation course is an asset to the Professional Education Program and students.

Weaknesses

1. A lack of cohesiveness exists among the differing programs (undergraduate and graduate) and the standards addressed. In many cases, it is unclear how specific entry-level competencies are assessed, both in professional studies courses and content area courses required for licensure.

At the time of the visit, some syllabi did not align with the competencies on the Virginia Department of Education matrices (such as Administration and Supervision, as well as, Driver Education). Some rubrics used for evaluation in certain professional studies classes, particularly the graduate courses in special education, were well written and clearly identified the knowledge, skills, and dispositions being assessed, while other courses used checklists that were more ambiguous. Rubrics that measure specific knowledge, skills, and dispositions appropriate to the developmental level of courses were not developed and used for all major projects. Inconsistent criteria were used to evaluate candidates in the student teaching experience; some evaluations had dispositions and content expertise as criteria; others did not. The candidates were evaluated by clinical educators and college supervisors on some InTASC Standards and not others. Some of the indicators may be different, depending on the nature of the licensure area (e.g. special education) but each evaluation for teacher licensure should include indicators for content area expertise; professionalism; dispositions; teacher planning, implementation, and reflection, in addition to areas highlighted in the conceptual framework. No evaluation instrument for the final administration and supervision practicum was available at the time of the visit. Since many faculty are relatively new in the department, they are in the process of aligning all the programs with the standards, but the process is not yet complete.

2. There is a lack of evidence that program design, implementation, or evaluation has been developed in collaboration with stakeholders. However, the team was able to confirm that collaboration exists between the Professional Education Program and various stakeholders. Many surveys have been collected from various stakeholders, but it is unclear how that data have been used to make changes to the program. The Teacher Education Committee does not have regular meetings to discuss issues pertaining to the Professional Education Program. The Teacher Education Committee is underutilized and can be better used to solicit input from arts and sciences faculty on design and programmatic issues instead of solely vetting undergraduate licensure candidates.
3. No formal records were found in student files to verify experience in diverse settings. Interviews indicate that faculty consider previous placements when requesting new placements to ensure diverse placements, but no formal process or record keeping exists on the student level. Also, placements in inclusive classrooms and with ESL students were not formally documented.
4. Lack of evidence that a formal assessment system exists that would provide a systematic process for the implementation and evaluation of program outcomes and candidate skills.

## **STANDARD 2**

***B. Standard 2: Candidate Performance on Competencies for Endorsement Areas.*** Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600.

Strengths

1. The accessibility and use of technology in the delivery of instruction was strongly evident in the primary education classroom, which is equipped with a SmartBoard and Notebook software, iPads for each student, a Document Camera, and Apple TV for projection of information gleaned with the iPads.
2. Candidates expressed opportunities to apply methods and theory from courses in multiple field experiences throughout the program.

Weaknesses

1. The Administration and Supervision Program lacked evidence of the development of guidelines for candidates' mastery of competencies. No working portfolios, professional development portfolios, field experience logs, reflections, summaries, and faculty evaluations of field experiences were available at the time of the visit.
2. The large percentage of faculty turnover for the Administration and Supervision program has negatively impacted all aspects of the program development and implementation.

**STANDARD 3**

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

Strength Faculty in the Professional Education Program represent well-qualified education scholars who are actively engaged in teaching and learning and who have earned doctorates and exceptional expertise in their subject area(s); have professional experiences in school settings at the levels they supervise and are engaged in related educational activities in PreK-12 settings; and are actively engaged in a variety of community and civic organizations.

Weakness The Education Department has a Department Chair; however, no dean has been identified for the Department. Professional education faculty members are not formally represented among university-level decision making and planning. Without a dean, the team is unsure if the Professional Education Program can ensure that the mission, goals, policies, and assignments are aligned and connected with the University.

**STANDARD 4**

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

Strengths

1. Adequate resources are provided for office facilities, access to technology, teaching aids, materials and program support.

2. A dedicated classroom for education methods classes is available.

### Weaknesses

1. As stated in Standard 3, the position of Dean or Interim Dean of Arts and Sciences is vacant. The Dean would provide support to the Professional Education Program in the areas of education faculty selections, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for Professional Education Program activities.
2. Data from surveys to help make informed decisions for changes/improvements to the program are not systematically utilized. There is limited documentation of active involvement in using data to aid in policy making decisions and program changes. This will aid the program in designing a long-range plan that is regularly monitored to ensure the ongoing vitality of the Professional Education Programs as well as the future capacity of its physical facilities.
3. There are many department and university procedures and policies presented through interview or discussion with faculty and staff that would support the Professional Education Program in its mission, but there is little documented evidence where faculty input and the impact of changes to the program are evaluated and discussed. There is no clear formal documented evidence (only informal through interviews with faculty) of collaboration between liberal arts faculty in working on programmatic changes to align with Virginia Department of Education endorsement competency requirements and general major requirements.
4. The Advisory Board lacked organization and support from November 2010 to fall 2015; however, it was reorganized and is now operational. In 2015-2016, new partnership agreements were signed after a lapse in time. This Advisory Board and those in partnership with the department need to be consistently involved in providing input to support policy making and organizational changes to promote continuous program improvement.

Specific issues for each standard are identified in the *Report of Findings* (see Appendix A) and must be addressed by the next accreditation review date.

### **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:**

Upon the decision of the Board of Education, Averett University will be notified of the action.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation and accredit the professional education program at Averett University.

**Rationale:**

Averett University is seeking accreditation through the Board of Education process. By regulation, the Board of Education accredits professional programs through this review process every seven years.

# Appendices

# **Appendix A**

## ***2017 Professional Education Program Review Team Report of Findings***

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

# PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

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## VISIT TO:

Averett University  
Danville, Virginia  
November 1-4, 2016

*Members of the Review Team:*

Dr. Holly Gould  
Dr. Larry Ferguson  
Dr. Connie Ballard  
Ms. Laree Hinshelwood

**State Representative:**

Dr. Joan Johnson

## SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

**Institution:** Averett University

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

## I. INTRODUCTION – INSTITUTIONAL DESCRIPTION

### Overview

Averett University is a private, co-educational institution located in Danville City, in the southcentral region of Virginia. Averett College was originally incorporated in 1859 as Union Female College. It became Averett College in 1917 and was accredited as a junior college. In 1928, Averett was fully accredited by the Southern Association of Colleges and Schools (SACS). In 1971, SACS accredited Averett as a four-year college, and the college awarded bachelor's degrees to men for the first time. The first master of education degrees were conferred in 1980. On July 1, 2001, Averett College became Averett University. The main campus in Danville is for traditional undergraduates. Adult learner sites are located in Danville, Roanoke, Richmond, Quantico, Chesapeake, and Newport News. The Danville campus has four locations: the original campus, the airport, the Riverview Campus, and the Equestrian Center.

Almost 1,900 students attend Averett University, including more than 870 traditional undergraduates from 23 states, 14 countries, and Puerto Rico and approximately 1,000 adult learners in the non-traditional programs, including distance learning and graduate professional studies. The student body is 45 percent male and 55 percent female. Thirty-five percent of students identify as a minority and less than five percent are non-resident aliens.

Averett University has over 30 undergraduate majors, minors, and special programs and offers three master's programs. The student/faculty ratio is 13 to 1 undergraduate, and the average class size for all programs is 12.

The mission of the university is as follows:

*Averett University prepares students to serve and lead as catalysts for positive change. Averett fulfills this mission by educating students from diverse backgrounds, cultures, and nations through liberal arts-based undergraduate and graduate programs in a personal, collegial, interdisciplinary environment.*

[Sources: <https://www.averett.edu/about-us/history-mission/> and the 2016 *Institutional Report*]

### Professional Education Program at Averett University

The Professional Education Program's vision, as stated on page four in the 2016 *Institutional Report*, is to be a "a premier student-centered teacher preparation program renowned for teacher effectiveness and professionalism, innovative teaching, engaged learning, and avocation of lifelong learning within a context of diversity and cultural change." Coursework in professional studies emphasizes the application of the theoretical foundations. The theoretical basis and principles emphasized in the Professional Education Program can be found in the course syllabi in the form of the content presented and the references used.

The Professional Education Program includes undergraduate (on campus) and online graduate programs. The Professional Education Program consists of four full-time faculty in the undergraduate programs and three full-time faculty in the graduate programs, as well as 32 adjunct faculty members in the Graduate Professional Studies (GPS) program.

**Programs Offered/Degree Levels:**

| <b>Endorsements</b>                         | <b>Program Levels</b>                      |
|---|--|
| Administration and Supervision PreK-12      | Graduate (online program)                  |
| Computer Science (add-on)                   | Undergraduate                              |
| Driver Education                            | Undergraduate                              |
| Elementary Education PreK-6                 | Undergraduate                              |
| English                                     | Undergraduate                              |
| Gifted Education                            | Graduate*                                  |
| Health and Physical Education PreK-12       | Undergraduate                              |
| History and Social Sciences                 | Undergraduate                              |
| Journalism (add-on)                         | Undergraduate*                             |
| Mathematics                                 | Undergraduate                              |
| Special Education – General Curriculum K-12 | Undergraduate<br>Graduate (online program) |
| Speech Communication (add-on)               | Undergraduate                              |
| Theater Arts PreK-12                        | Undergraduate                              |
| Visual Arts PreK-12                         | Undergraduate                              |

*\*Indicates inactive programs*

Averett University has adult learning centers around the Commonwealth of Virginia; however, off-campus education programs no longer exist. They were discontinued due to declining interest and enrollment.

In the fall of 2012, the Professional Education Program began offering Master of Education programs online through Moodle. Averett offers the following online-only M.Ed. programs: Special Education – General Curriculum PreK-12, Curriculum and Instruction degree, and Administration and Supervision. Averett University previously had approval for graduate preparation programs in other areas; however, the current approved programs requested at the graduate level leading to licensure are Administration and Supervision PreK-12, Special Education – General Curriculum K-12, and Gifted Education.

The following chart provides the number of approved program completers in 2015-2016, and the number of candidates currently enrolled in these programs at Averett University.

| Endorsements                                | Program Levels            | Number of Program Completers 2015-2016 | Number of Candidates Enrolled 2016-2017 |
|---|---------------------------|--|---|
| Administration and Supervision PreK-12      | Graduate (online program) | 0                                      | 53                                      |
| Computer Science (add-on)                   | Undergraduate             | 0                                      | 0                                       |
| Driver Education                            | Undergraduate             | 2                                      | 13                                      |
| Elementary Education PreK-6                 | Undergraduate             | 4                                      | 11                                      |
| English                                     | Undergraduate             | 4                                      | 8                                       |
| Gifted Education                            | Graduate*                 | 0                                      | 0                                       |
| Health and Physical Education PreK-12       | Undergraduate             | 2                                      | 23                                      |
| History and Social Sciences                 | Undergraduate             | 1                                      | 12                                      |
| Journalism (add-on)                         | Undergraduate*            | 0                                      | 0                                       |
| Mathematics                                 | Undergraduate             | 1                                      | 10                                      |
| Special Education – General Curriculum K-12 | Undergraduate             | 0                                      | 0                                       |
|   | Graduate (online program) | 0                                      | 16                                      |
| Speech Communication (add-on)               | Undergraduate             | 0                                      | 0                                       |
| Theater Arts PreK-12                        | Undergraduate             | 0                                      | 3                                       |
| Visual Arts PreK-12                         | Undergraduate             | 1                                      | 6                                       |

\*Indicates inactive programs

According to the 2016 *Institutional Report* (page 10), the following major changes have taken place in the Professional Education Program since the 2009-2010 year:

- Four full-time faculty members retired and four new members were hired;
- The Department Chair changed four times;
- The special education minor was re-activated in fall 2016;
- The Department Administrative Assistant changed three times.

Internal and external evaluations of the Professional Education Program, as cited in the 2016 *Institutional Report*:

**Undergraduate Program Changes:**

- Added a mathematics course, ED 299: Math Praxis Preparation, to assist students in passing the mathematics portion of the Praxis Core;
- Retrained advisors to increase accuracy and consistency in the advising process in the Education Department;

- Aligned evaluative documents to the Council for the Accreditation of Educator Preparation (CAEP) standards and included appropriate terminology;
- Established “Professional Development Academies” held periodically in the afternoons throughout the school year to provide Averett University Pre-service teachers practical information and access to professionals in the field;
- Increased emphasis of classroom management strategies and plans in all professional studies classes;
- Opened the Carrington Autism Resource Center in the Blount Library that provides appropriate materials for students, community, or parental use;
- Conducted research projects by Education Department faculty in special education and technology integration throughout the curriculum;
- Created “Growing Up Musically (GUM),” a collaborative project between the Professional Education Department and the Averett Music Department, partnering with the Danville Community Improvement Council (CIC) Head Start, for music teachers and Pre-service teachers to provide music lessons and instruments to three- and four-year-old students;
- Implemented E-portfolios for secondary students;
- Requested and received approval by the Board of Education for a Gifted (Add-on) endorsement program;
- Increased use of technology in all classes to include SmartBoards, iPads, document cameras, Google docs, and a variety of other Google applications;
- Increased efficiency in tracking education students matriculating through the department with data used exclusively for education students;
- Held fall and spring education conferences for Averett University students and regional school division personnel;
- Planned Education Advisory Board meetings to highlight best practices at Averett University and regional school divisions.

### **Graduate Program Changes:**

- Established M.Ed. programs offered online through the Graduate Professional Studies (GPS) Division that include Special Education – General Education PreK-12, Curriculum and Instruction (master’s program only), and Administration and Supervision PreK-12;
- Created process maps to streamline and clearly identify the processes and requirements involved in matriculating through the on-line Master of Education programs;
- Identified specific events in the process maps and those persons responsible for student success at each step;
- Increased communication and clarity relative to the Master of Education program among the instructors and students through phone contacts called “Cougar Catchup.”
- Increased contact between program staff and faculty through the use of webinars, Skype, and periodic on-ground training at the Riverview Campus in Danville;
- Established a practice of employing full-time faculty as instructors in the M.Ed. programs, when feasible;
- Expanded a list of available adjunct faculty with appropriate expertise and experience through a streamlined credentialing process.

## II. Findings for Each Standard

Programs were reviewed by department staff prior to the on-site visit to verify competencies set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Programs were found to address the competencies with the exception of two programs. As a result of pre-visit program related concerns regarding competency alignment for the Administration and Supervision and the Driver Education programs, Averett faculty were asked to provide additional documentation of program modifications and evidence of program alignment with endorsement competencies prior to the on-site visit. During the on-site visit, the team reviewed programs and data to confirm these findings. Concurrent with the on-site visit and the months following the visit, technical support was provided by the Virginia Department of Education staff to facilitate program alignment.

At the time of this final report, both the Administration and Supervision and Driver Education programs provided documentation that the requested modifications had been completed to resolve concerns of program alignment with Board of Education standards. The visiting team reconvened to evaluate the new evidence and verified that the competencies for all programs were addressed. The team's recommendations are presented below in summary as relates to each Board of Education standard based on the 2016 *Institutional Report*, on-site evidence, and the post-visit documentation.

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

#### **STANDARD 1**

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

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

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

Averett University's Professional Education Program's mission statement and conceptual framework relate to the University's mission and core values. The following Averett University Professional Education Program mission statement was found on page three of the 2016 Institutional Report (IR).

Mission of the Averett University Professional Education Program:

*The Averett University Professional Education Program will prepare innovative, reflective educators who evidence strengths in academic knowledge, instructional delivery, technology integration, data optimization, and professional ethics and who provide learning environments that make a positive difference in their students' success and lives.*

## Conceptual Framework

The Professional Education Program's conceptual framework includes five components of an effective educator: professional educator, advocate of learning, effective collaborator, innovative leader, and reflective practitioner. The conceptual framework, found in the appendices (Item 7) to the 2016 *Institutional Report*, is based on the following premises:

- *Candidates must have a sufficient knowledge base in the content area or areas which they will be expected to teach;*
- *Candidates must have adequate foundational knowledge about teaching and learning, including the nature and function of curriculum, the expectations and necessary dispositions required in the teaching environment; and extensive knowledge of pedagogy, technology, and best educational practices to be employed;*
- *Candidates must understand the nature and developmental aspects of children and, even more important, how to manage and motivate their students so that they will learn and become lifelong learners; and finally,*
- *Candidates must be provided with rigorous, high-quality, carefully evaluated field experiences that enable them to put into practice the knowledge they have acquired through their coursework.*

## Goals

Averett University's Professional Education Program, as stated in the *Field Experience Handbook*, is dedicated to the development of individual excellence in candidates for the profession. The program attempts to provide professional studies in undergraduate and graduate degree programs, which will be of the best possible quality for serious and potentially competent members of the profession.

According to the 2016-2017 *Averett University Academic Catalog* (page 160), programs in professional education seek to:

1. *Develop in each candidate a sense of the professional character of teaching and of the importance and challenge of this profession.*
2. *Emphasize intensive study in the academic disciplines which provide the foundation for the subjects and the Virginia Standards of Learning the candidate will teach in the school setting and provide a thorough understanding of the setting of those subject matter areas in the school curriculum.*
3. *Assist the candidate in gaining an understanding of psychological growth and development, the process of human learning, and the dynamics of human interaction as these are related to the process of teaching.*
4. *Assist the candidate in gaining a realistic concept of the role of the teacher, the student, and subject matter in the teaching-learning process, with emphasis on the function of the teacher in classroom management.*
5. *Provide opportunity for direct experience in the classroom setting through observation, field experiences, and directed teaching; assist the candidate in the development of a realistic philosophy of education, an understanding of the role of the school in contemporary society, and an understanding of the evolution of education in this country.*
6. *Address legal aspects, current trends and future issues in education.*

The Professional Education Program faculty provided long-term goals during the on-site visit that they aspire to achieve by 2020. These goals are linked to the strategic plan of the University and the conceptual framework of the Education Department and include the following:

1. To increase the number of graduates in special education programs through more effective recruiting and retention methods;
2. To increase the number of education graduates in minority and critical shortage areas through more effective recruiting and retention methods;
3. To maintain and improve communications between Averett and field placement host schools;
4. To improve and maintain consistent communication between Averett Education Department students and faculty;
5. To increase available technology and technology training for Averett Education Department students and faculty;
6. To organize periodic training and professional development opportunities for Averett Education Department schools and faculty with the assistance of outstanding regional teachers and administrators.

At the time of the on-site visit, efforts to meet these goals were underway. The Education Faculty participated in several intra-university recruitment events. Faculty participation in Cougar Preview Days, faculty fairs, and summer freshmen scheduling gives the program a visible presence. Documents, including flyers and charts of faculty participation, were provided in the evidence room and were corroborated with interviews with the School of Education faculty. The Professional Education Program is recruiting externally by visiting local Teachers for Tomorrow programs to talk about the offerings at Averett University. In addition, the Graduate and Professional Studies programs have informational brochures and a web presence. Refer to the following website:

[https://gps.averett.edu/?&utm\\_source=google&utm\\_medium=cpc&utm\\_content=text-ad&utm\\_campaign=averett-branded&utm\\_term=averett&network=g&gclid=CLLs28iB0dACFRIMDQodnUkCcQ](https://gps.averett.edu/?&utm_source=google&utm_medium=cpc&utm_content=text-ad&utm_campaign=averett-branded&utm_term=averett&network=g&gclid=CLLs28iB0dACFRIMDQodnUkCcQ)

During the campus tour, the on-site team observed the Professional Education Program's classroom with updated technology to prepare candidates for the type of technology that they likely will be using in their classrooms, such as a SmartBoard, Apple TV, ELMO, and iPads. The Professional Education Program at Averett University has developed Professional Development Academies in consultation with local school divisions and teachers. Participant attendance records indicate high engagement by local school divisions and Averett University students.

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

The Averett University Professional Education Program incorporates specific knowledge and skills that are necessary for competence as outlined in the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. Specific knowledge and skills related to these competencies are articulated in course syllabi and the *Field Experience Handbook*, although it is not always clear how they relate to the specific competencies outlined in the InTASC Standards or program goals; however, in most cases the links can be inferred. A chart listing courses and the corresponding InTASC Standards addressed in these courses was provided in the appendices of the 2016 *Institutional Report*, but the link between course content and the standards they meet are unclear. For example, in ED 290: Foundations of

Education, the chart shows that the Log and Observation Journals meet all the InTASC requirements. InTASC Standard Four indicates that the candidate can plan “instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context” (www.ccsso.org). The students are observing and perhaps aiding the teacher in this practicum experience, but it is not clear that the candidate is planning instruction in a way that meets the intent of InTASC Standard Four.

Program endorsement area and professional studies matrices, reviewed by the Department of Education, were available in the evidence room at Averett University for examination by the on-site team. Program matrices align endorsement competencies with the courses and course descriptions required in each approved program. Each initial licensure area identifies coursework that aligns with the competencies outlined in the Board of Education regulations. Liberal arts and sciences faculty who serve on the Teacher Education Committee, as well as those interviewed by the on-site team, indicated that they were familiar with the matrices and were able to talk about how they consult with Professional Education Program faculty to align course syllabi with competencies.

However, based on a review of course syllabi, how the coursework assesses the competencies is not always clear. There is some evidence of how competencies are assessed. For example, undergraduate student portfolios include descriptions of demonstrated use and artifacts related to each of the InTASC Standards. The Special Education – General Curriculum program’s final evaluation form indicates some specific competencies linked to Council for the Accreditation for Educator Preparation (CAEP) and InTASC standards. The Administration and Supervision syllabi are linked to standards, but the final evaluation was not available at the time of the visit therefore the assessment of competencies could not be ascertained. Surveys of program completers and graduates provided to the on-site team asked candidates to consider strengths and weaknesses of courses and program components. A review of compiled data conducted by the on-site evaluators indicated that candidates felt prepared for the demands of teaching after completing the program at Averett University.

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

Professors in the Professional Education Program incorporate current research and Virginia *Standards of Learning* (SOLS) into the coursework. The textbooks and trade books listed on the syllabi reflect current research (most books had publication dates within the last 10 years) and related to what is considered best practice in the field, including differentiation, backwards design, and best practices for English Language Learners.

Current students reported in interviews that professors ask them to work with Standards of Learning in every professional course taken. Lesson plans reviewed from the student teaching portfolio provide evidence that standards, including Virginia Standards of Learning standards, are incorporated into lesson objectives.

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

As stated previously, the Professional Education Program's conceptual framework includes five components of an effective educator: professional educator, advocate of learning, effective collaborator, innovative leader, and reflective practitioner. The mission and vision statements emphasize student-centered teaching, reflection, and lifelong learning. Evidence of elements of the conceptual framework exists in course syllabi, student work samples, and community collaboration although, in many cases, the connections are not explicitly stated.

The Teacher Education Committee consists of education faculty, as well as liberal arts and sciences faculty members who have licensure tracks in their department's, such as art, history, English, math, theatre, etc. During an on-site interview, Teacher Education Committee members revealed that they do not meet regularly about programmatic issues. Committee members could not recall the last time they had a face-to-face meeting, but it may have been in the fall of 2015. Excerpts from meeting minutes provided to the on-site team did not indicate any recent meetings about programmatic issues but did include excerpts from meetings in February and March of 2009. Committee members' responsibilities revolve around the approval of admitting students to the Teacher Preparation Program. Interviews with liberal arts and science faculty indicate that the Professional Education Program faculty keep them abreast of changes in regulations through personal communication or email. An interview with Professional Education Program faculty indicates that at least one education faculty has met with one liberal arts and sciences faculty member to collaborate to incorporate standards in education endorsement related courses. Liberal arts and sciences faculty indicate a large amount of informal communication about shared student concerns and issues related to the program, but no formal communication relating to program design was described or evidenced at the time of the visit.

Evidence that outreach and collaboration has begun anew with the local school divisions can be attributed to the new Department Chair. The Advisory Board was defunct for a period and was reactivated in the fall of 2015. Advisory Board agendas and minutes for the past two meetings (3/24/16 and 10/28/15) were reviewed.

Outreach to school divisions included questions, such as "How can Averett University facilitate regional leadership and better prepare our preservice teachers to meet your needs?" A Google-based blog has been created to enhance communication between Averett and regional superintendents. It is clear from interviews and meeting minutes that Averett has reached out to solicit needs assessments from school divisions. Evidence was not found in on-site documentation and interviews with students and cooperating teachers that they were involved in the creation or modification of any parts of the program – the program framework, coursework, or field evaluations of preservice teachers. For example, there is no evidence that clinical educators or principals have had input in the development of the evaluation forms for student teaching. However, interviews with Professional Education Program faculty and the *Institutional Report* referenced changes to the program that have been made due to program feedback from the survey process. Evidence of consultation with stakeholders for the Administration and Supervision program was not apparent at the time of the visit.

**5. The Professional Education Programs for teachers, school leaders, and other school personnel shall develop the essential entry level competencies needed for success in PreK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences. Indicators of the achievement of this standard shall include the following:**

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

Averett completes the matrices that show alignment of general education, professional studies, and major program courses with the competencies set forth by the Virginia Department of Education. Field experiences are incorporated throughout the program (four separate placements in addition to student teaching). Some of the syllabi explicitly describe how the particular course is aligned with the standards, competencies, and the program framework, and others are vague. For example, one of the competencies in the Virginia Department of Education matrix for the Elementary Education PreK-6 program states that the candidates must demonstrate that they know:

The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance).

It was not clear from the syllabus for the course, ED 290: Foundations of Education, where and how this competency was addressed, and this course was the only one listed for this particular competency.

Based on comments made by collaborating K-12 teachers during interviews with on-site review team members, teacher education candidates are well-prepared and reflected principles and values aligned with the department's conceptual framework, such as content mastery and professional dispositions. However, there is no evidence that a systematic and ongoing process of gathering, reporting, and analyzing program data to evaluate program activities and goals has been established. While candidate assessment data is collected for required licensure assessments, the faculty was unable to provide summarized data disaggregated by program when requested by the onsite team. Without access to candidate assessment data on program outcomes and teaching related skills, faculty lack the evidence to inform program development and continuous improvement.

*b. The Professional Education Program assesses candidates' attainment of the knowledge, skills, and dispositions identified in the program design framework.*

## **Elementary**

According to the 2016-2017 *Averett University Academic Catalog*, students completing the Elementary Education PreK-6 program pursue a dual disciplinary program leading to a Liberal Studies major. These students will elect either the Bachelor of Science or the Bachelor of Arts degree, depending upon the areas of concentration they choose. Also required are two 12-hour concentrations from the following departments: English, Foreign Language, History/Social Science, Mathematics/Computer Science, and

Natural Science. All students completing an approved program in Elementary Education (PreK-6) must complete the following courses which include the professional studies, major, and general education requirements.

- Professional Studies

ED 180: Earth Science/Geography for Educators  
ED 290: Foundations of Education  
ED 322: Educational Psychology (aiding placement included)  
ED 350: Reading and Language Development  
ED 443: Diagnosis and Application of Reading and Language Development  
ED 444: Practicum in Reading  
ED 378: Curriculum in Grades PreK-6  
ED 401: Instruction in Grades PreK-6  
ED 483: Mathematics and Science in Grades PreK-6  
ED 351: Field Experiences/Practicum in Reading and Language Development  
ED 379: Teaching Assistant: Grades PreK-6  
ED 444: Practicum in Reading  
\*ED 488: Directed Teaching/Seminar in Grades PreK-6

- Major (Liberal Studies) and General Education Requirements

BIO 101: Introduction to Biology  
CSS 113: Microcomputers and Application Software  
ENG 111: Introduction to Writing and Research  
ENG 112: Introduction to Literature  
ENG 444: Literature for Children and Adolescents

FINE ARTS – Two courses from the following:

ART 103: The Visual Arts  
ART 201: Art History: Ancient to Medieval  
ART 205: Art History: Medieval through Renaissance  
ART 305: Art History: Baroque-Romanticism  
ART 306: Art History: Realism to Modern  
ART 405: Non-Western Art 161 R  
MUS 103: Introduction to Music Literature  
MUS 260: Music History: Renaissance/Baroque  
MUS 261: Music History: Classical, Romantic, Modern  
TH 105: Introduction to Theatre  
TH 220: History of the Theatre I  
TH 221: History of the Theatre II

HTH 220: Health and Fitness for the 21<sup>st</sup> Century  
HIS 101, 102: History of Western Civilization I, II  
HIS 201, 202: United States History I, II

IDS 101: Freshman Success  
IDS 200: Reading Seminar  
MTH 111,112: Theory of Modern Mathematics I, II  
POS 131: The World of Politics  
PSC 101: Survey of Physical Science  
PSY 205: Developmental Psychology  
TH 103: Introduction to Human Communication or TH 300: Public Speaking

- Students pursuing an Elementary Education PreK-6 endorsement may elect to earn a minor in special education through completion of the following 18 hours of coursework; however, students do not receive an endorsement for this course of study:

ED 350: Reading and Language Development  
ED 351: Field Practicum  
ED 384: The Exceptional Student  
ED 443: Diagnosis and Application of Reading and Language Development  
ED 444: Practicum in Reading  
ED 469: Classroom Management and Positive Behavioral Support  
ED 471: Curriculum and Instruction for Students with Disabilities  
ED 479: Assessment of Learning

### **Secondary or PreK-12 Endorsement Programs**

A candidate in a secondary or PreK-12 endorsement program may elect either a Bachelor of Arts or a Bachelor of Science degree, depending upon the academic discipline selected as a major. The degree is earned in the subject the student intends to teach. Secondary and PreK-12 Programs leading to professional licensure are offered in Biology, English, History and Social Sciences, Mathematics, Health and Physical Education PreK-12, Theatre Arts PreK-12, and Visual Arts PreK-12. Computer Science, Driver Education, Journalism, and Speech may be pursued as add-on endorsements.

- Major: Required courses in the subject area(s) are listed in the catalog under the specific major(s). Any related course requirements are listed in those sections.
- Professional studies requirements

ED 290: Foundations of Education (Observations included)  
ED 322: Educational Psychology (Aiding placement included)  
ED 334: Content Area Reading and Language Development  
ED 474: Secondary/PreK-12 Curriculum  
ED 406: Instruction in Secondary/PreK-12 Education  
ED 478: Teaching Assistant, Secondary/PreK-12 Education  
\*ED 489: Directed Teaching/Seminar in Secondary/PreK-12 Education

- Additional professional studies courses for students seeking a PreK-12 license in Health and Physical Education, Theatre Arts, or Visual Arts include:  
ED 378: Curriculum in Grades PreK-6  
ED 379: Teaching Assistant in Grades PreK-12
- Core requirements for students seeking secondary or PreK-12 licensure include:  
CSS 113: Microcomputers and Application Software  
ENG 111: Introduction to Writing and Research  
ENG 112: Introduction to Literature
- Fine Arts to be selected from the following:  
ART 103: The Visual Arts  
ART 201: Art History: Ancient to Medieval  
ART 205: Medieval to Renaissance  
ART 305: Art History: Baroque-Romanticism  
ART 306: Art History: Realism to Modern  
ART 405: Non-Western Art  
MUS 103: Introduction to Music Literature  
MUS 260: Music History: Renaissance/Baroque  
MUS 261: Music History: Classical, Romantic, and Modern  
TH 105: Introduction to the Theatre  
TH 220: History of the Theatre I  
TH 221: History of Theatre II  
HTH 110: Contemporary Health Problems  
PSY 205: Developmental Psychology  
TH 103: Introduction to Human Communication or TH 300: Public Speaking

In addition to this required coursework and field experiences for elementary, secondary, and PreK-12 programs, candidates are required to pass required assessments prescribed by the Board of Education. According to the 2016-2017 *Averett University Academic Catalog*, to be admitted to the Teacher Education Program, students must:

- *Have a minimum 2.5 grade point average;*
- *Attain a passing score on the Praxis Core Academic Skills for Educators Tests: Reading (5712), Writing (5722), and Mathematics (5732) or an acceptable alternative as outlined by the Virginia Department of Education;*
- *Have never been convicted of a felony or had a teaching license revoked in any state;\**
- *Satisfy other requirements for admission to the program; and*
- *Be approved by the Teacher Education Committee.*

**\*NOTE: Averett University was advised to review the licensure requirements and reasons that a license may be denied, revoked, or suspended.**

The 2016-2017 *Averett University Undergraduate Catalog* (pages 159-160) states:

*Admission to professional studies in education may not be sought until the student has successfully completed a minimum of 30 semester hours of college study with a minimum of 12 semester hours at Averett. Admission procedures are undertaken during the semester when the student is enrolled in ED 290, Foundations of Education, and must be completed by the time 15 additional semester hours have been taken. Admission to Student Teaching may be sought when the student is enrolled in the appropriate course, ED 401 (for elementary, PreK-6 students) or ED 406 (for secondary or PreK-12 students), and passing scores on Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Reading for Virginia Educators (RVE), if applicable, have been achieved and are on record in the Education Department. After admission to the Teacher Education Program, the student must maintain a minimum 2.5 grade point average and receive no grade below a C in professional courses to retain good standing in the program. A 2.5 grade point average is required for enrollment in ED 401 and 406 (the instruction courses) and for placement in student teaching.*

## **Master of Education**

Averett University offers an online Master of Education in Special Education and an online M.Ed. in Administration and Supervision for licensed teachers.

The 2016-2017 *Averett University Academic Catalog* (page 13) states:

*The program is designed for the classroom teacher to strengthen his/her understanding of the teaching-learning process. To provide a strong theoretical base, a core of courses that examine philosophical, psychological, and research-oriented issues is required of all students. The graduate education program provides both theoretical and practical experiences for teachers who wish to become leaders in their profession. Students must have completed IDS 501 before enrolling in program courses.*

## **Master of Education (M.Ed.) in Administration and Supervision**

To be admitted to the M.Ed. in Administration and Supervision, a candidate must:

- Complete and submit the Graduate and Professional Studies application;
- Submit all official transcript request forms indicating a baccalaureate degree from a regionally accredited institution of higher learning;
- Submit official transcripts for all prior academic institutions attended;
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study;
- Have at least three years' experience as a primary or secondary classroom teacher; and
- Submit evidence that the applicant holds a Virginia Collegiate Professional Teacher License.
- Students with less than a 3.0 GPA will be considered for admission by the Graduate Education Admission Committee on a case-by-case basis. The Graduate Education

Admission Committee may require students to submit three letters of recommendation from former professors and employers who have knowledge of the applicant's academic or professional performance and potential.

According to the 2016-2107 *Averett University Academic Catalog*, 36 credits are required to earn the M.Ed. in Administration and Supervision through the following coursework:

ED 620: Organizational Management  
ED 690: Research in Education and Applications to School Leadership  
ED 612: Education Law  
ED 613: Learning to Work with All Generations  
ED 614: Human Resources and School Finance  
ED 618: Instructional Leadership and Student Academic Achievement  
ED 634: School Climate and School Improvement  
ED 611: Finance in Your County  
ED 615: Admin & Supervision of Special Education & ESL Programs  
ED 636: Professionalism: Ethics, Policy, & Professional Development  
ED 610: Communication and Community Relations  
ED 616: Curriculum Development and Evaluation  
ED 617: Learning to Work with Parents and Teachers  
ED 619: Technology and School Leadership  
ED 690: Internship  
ED 621: Preparing for the School Leaders Licensure Assessment  
ED 622: Portfolio Development 12

### **Master of Education in Special Education General Curriculum K-12 (with licensure)**

In order to be admitted to the Master of Education in Special Education (with licensure), a candidate must:

- Complete and submit the Graduate and Professional Studies application;
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning;
- Submit official transcripts for all prior academic institutions attended;
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Submit Praxis Core Academic Skills Test for Educators (or an equivalent)
- Reading (5712) 156
- Writing (5722) 162
- Mathematics (5732)150

Students with less than a 3.0 GPA will be considered for admission by the Graduate Education Admission Committee on a case-by-case basis. The Graduate Education Admission Committee may require students to submit three letters of recommendation from current or former professors and employers who have knowledge of the applicants' academic or professional performance and potential.

According to the 2016-2107 *Averett University Academic Catalog*, 45 credits are required to earn the M.Ed. in Special Education – General Curriculum K-12 through the following coursework:

ED 504: Philosophy of Education  
ED 508: The Exceptional Student  
ED 502: Adolescent and Child Psychology  
ED 501: Research in Education  
ED 569: Classroom Management and Positive Behavioral Support  
ED 571: Curriculum and Instruction for Students with Learning Disabilities  
ED 516: Transition Planning and Services  
ED 579: Assessment of Learning  
ED 573: Practicum in Special Education  
ED 576: Collaboration in General and Special Ed  
ED 500: Comprehensive Exam  
ED 515: Internship/Seminar in Special Ed  
ED 540: Survey of Reading  
ED 542: Diagnosis and Prescription of Reading Difficulties  
ED 563: Content Area Literacy for Diverse Populations  
ED 567: Math Curriculum and Instruction Adaptation

#### Field Experience Evaluations

Field experience evaluations indicate that candidates are evaluated on criteria related to knowledge, skills, and dispositions, such as ability to increase students' mastery of the Standards of Learning, competence in carrying out assigned tasks, and interest in working with students. Mastery of course content in professional studies courses is assessed through checklists and rubrics. Some of the rubrics reviewed were well written and clearly identified knowledge, skills, and dispositions, while others, including the checklists and rubrics, were more general, and the assessment of these areas was implied. The Administration and Supervision approved program candidates must pass the School Leaders Licensure Assessment (SLLA), but the final evaluation for the candidate in the program was not available at the time of the visit.

***c. The Professional Education Program provides evidence that candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.***

Candidates must pass the required professional assessments for their licensure area. Undergraduate candidates develop a professional portfolio which includes the Interstate Teacher Assessment and Support Consortium (InTASC) 2015 Standards cross referenced with the Uniform Performance Standards for Teachers in Virginia. The team review of the professional portfolio found artifacts for each standard that included an explanation of how the artifact demonstrated competency relative to the standard. Each candidate is evaluated at the end of student teaching based on an evaluation form. Unfortunately, the evaluation instruments do not use consistent criteria across licensure programs. For example, the evaluation for the undergraduate programs include areas of evaluation such as attitude and interest, understanding of children, planning and organizing for instruction, knowledge of subject matter, teaching methods, and classroom management, but there is no mention of dispositions for teaching or

professionalism. The administrator evaluation of the candidate includes the areas of attitude and interest; planning, organizing, and teaching; and classroom management. Professionalism and dispositions for teaching can be inferred from some of the indicators, but they are not explicitly stated. The special education evaluation includes indicators related to professionalism, instructor behaviors, and professional dispositions but not content area expertise. This evaluation includes references to Council for the Accreditation of Educator Preparation (CAEP) Standards 1.1, 1.4, and 1.5 and Interstate Teacher Assessment and Support Consortium (InTASC) Standards 5-10, but (InTASC) Standards 1-4, which are relevant to the practice of teaching, were missing. An evaluation of the administration and supervision candidate was not available at the time of the visit.

While raw scores for candidate licensure assessments were provided to the team during the visit, no evidence was provided to demonstrate that faculty had summarized or analyzed the data to highlight candidate mastery of skills related to the program design framework.

Finally, the on-site team members reviewed the biennial reports submitted to the Board of Education found on the Virginia Department of Education's website at the following website [http://www.doe.virginia.gov/teaching/educator\\_preparation/college\\_programs/biennial\\_report\\_approved\\_teach\\_ed\\_prog\\_compliance\\_2013.pdf](http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/biennial_report_approved_teach_ed_prog_compliance_2013.pdf). Please note that program completers and program exiters are reported only when the institution of higher education has as total of 10 or more candidates for the program. All education programs met or exceeded a candidate passing rate of 80 percent or higher for each assessment required.

**6. The Professional Education Program shall have multiple well-planned, sequenced, and integrated field experiences that include observations, practica, student teaching, internships, and other opportunities to interact with students and the school environment. Indicators of the achievement of this standard shall include the following:**

- a. Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.*
- b. Field experiences provide opportunities for candidates to demonstrate competence in the professional teaching or administrative roles for which they are preparing, including opportunities to interact and communicate effectively with parents, community and other stakeholders.*
- c. Student teaching and other field experiences include a minimum of 300-clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. Programs in administration and supervision provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.*
- d. Candidates in education programs complete field experiences, internships, or other supervised activities that allow them to develop and apply the new knowledge and*

*skill gained in their programs.*

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

According to the *Field Experience Handbook*, the intention of the field experience is to provide prospective teachers an opportunity to gain some understanding of teaching and learning, specifically to help each student prior to student teaching to:

- 1. Become acquainted with typical school situations;*
- 2. Formulate ideas as to the relationship between theory and practice;*
- 3. Gain skills in observing and interpreting various behaviors of students;*
- 4. Gain skills in identifying and evaluating various teaching methods;*
- 5. Become aware of content and materials in the discipline or grade level;*
- 6. Learning how to work with individuals, small groups, and the total class in remedial or enrichment situations;*
- 7. Gain skill in fulfilling the various clerical responsibilities of the clinical educator*
- 8. Understand the full scope of the clinical educator's rights and responsibilities, instructional and otherwise;*
- 9. Practice and refine instructional and management skills*

Teacher approved program candidates have four field experiences prior to student teaching. The first field experience occurs when candidates take ED 290: Foundations of Education. All candidates enrolled in this course observe a minimum of six hours, three in a PreK-6 classroom and three in a classroom in grades 6-12. In ED 322: Educational Psychology, candidates are aiding the clinical educator for a minimum of 20 hours. In ED 334: Content Area Reading and Language Development PreK-12 candidates and 6-12 candidates micro teach for at least 10 hours. Elementary candidates tutor students in ED 350: Practicum in Reading and Language Development for five 60-90 minute sessions. In ED 444: Practicum in Reading, candidates tutor for at least 21 hours.

In ED 379: Teaching Assistant Grades PreK-6 or ED 478: Teaching Assistant 6-12, candidates act as a teaching assistant for a minimum of 40 hours. These field experiences provide opportunities for students to translate the theory they learn in courses to practice. Interviews with undergraduate students during the visit indicate that “what they learn in their class on Monday, they implement in a classroom on Thursday.”

Candidates student teach in either ED 488: Directed Teaching/Seminar PreK-6 or in ED 489: Directed Teaching in Secondary Grades 6-12/PreK-12 Education. According to the placement chart provided by the Professional Education Program, at least two students have been placed in North Carolina schools for student teaching. This is potentially an issue since this is a capstone course and the final teaching evaluation for a Virginia teaching license; however, students are required to list appropriate Virginia Standards of Learning and Common Core standards on all lesson plans.

In the special education graduate program, candidates observe and assist for a minimum of 10 hours each in inclusive classrooms in ED 516: Transition Planning and Services, ED 563: Content Area Literacy for Diverse Populations, ED 567: Math Curriculum and Instruction Adaptation, ED 569: Classroom Management and Behavioral Supports, and ED 579: Assessment of Learning.

The Practicum in Special Education, ED 573, includes 20 hours of observation and assisting over eight weeks. ED 516: Internship/Seminar in Special Education is the student teaching experience for special education candidates and includes two 10-week placements.

There is student diversity in the service area schools, which are located in both urban and rural areas. Records of placements are kept on a spreadsheet that includes the semester of the placement, student names, teacher names, schools, and grade levels. The information is categorized by semester, and there is no placement information kept at the student level to indicate the placements over time for each candidate that would represent the diversity of that candidate's placements.

Because it is a small program, faculty members have informal methods to determine whether the placements are diverse. For example, if they see that a student has been placed in a county school twice, the faculty will seek a city placement for the student. Student teachers have placements in two separate school divisions during the experience.

This information has been corroborated with records of field placements and through student and Professional Education Program faculty interviews. The racial and ethnic diversity of Averett's service areas as described in the 2016 *Institutional Report* is presented below.

### Diversity of Service Areas

| City/County        | Membership | Asian | Black/African American | Hispanic | Native American | Mixed Race | White | Number of Title I Schools |
|--------------------|------------|-------|------------------------|----------|-----------------|------------|-------|---------------------------|
| Caswell County, NC | 2,711      | <1%   | 37%                    | 7%       | 1%              | 4%         | 52%   | 4 Elem.                   |
| Danville City, VA  | 6,249      | <1%   | 68%                    | 7%       | <1%             | 3%         | 21%   | 6 Elem.                   |
| Halifax County, VA | 5,367      | <1%   | 43%                    | 3%       | <1%             | 3%         | 51%   | 7 Elem.                   |
| Henry County, VA   | 7,415      | <1%   | 21%                    | 13%      | <1%             | 6%         | 59%   | 10 Elem.                  |
| Patrick County, VA | 2,932      | <1%   | 8%                     | 6%       | <1%             | 4%         | 81%   | 6 Elem.                   |
| Person County, NC  | 4,604      | <1%   | 35%                    | 9%       | <1%             | 2%         | 51%   | 3 Elem.                   |

| City/<br>County            | Membership | Asian | Black/<br>African<br>American | Hispanic | Native<br>American | Mixed<br>Race | White | Number<br>of Title I<br>Schools |
|----------------------------|------------|-------|-------------------------------|----------|--------------------|---------------|-------|---------------------------------|
| Pittsylvania<br>County, VA | 9,329      | <1%   | 24%                           | 4%       | <1%                | 2%            | 70%   | 9 Elem.<br>3 Middle             |
| Franklin<br>County, VA     | 7,353      | <1%   | 8%                            | 6%       | <1%                | 5%            | 80%   | 8 Elem.                         |

Within the student teaching experience, candidates are asked to perform administrative tasks and apply classroom management procedures as part of their student teaching duties. Candidates address their collaboration with parents, other professionals and the community in their portfolios when they respond to InTASC Standard 10: Leadership and Collaboration. In addition, the *Field Experience Handbook* states:

*During student teaching, candidates are required to participate in all curricular and extracurricular activities of their cooperating teachers including bus duty; parent-teacher conferences; faculty meetings; IEP meetings (when appropriate); special school-related events such as fall and spring festivals, book fairs, and field trips; PTA/PTO meetings and school board meetings. These activities provide numerous opportunities for candidates to interact and communicate with parents, members of the school community, and other stakeholders.*

Teacher licensure candidates complete at least four field placements/practica according to the *Field Experience Handbook*. Elementary candidates complete a minimum of 97 hours of practica prior to student teaching, and secondary candidates complete a minimum of 76 hours. Special education candidates complete a minimum of 70 hours of practica prior to student teaching. Candidates complete an additional 300 hours or more in student teaching. Administration and Supervision candidates complete a total of 320 hours in their program. One hundred twenty of these hours are embedded within courses and the additional 200 hours are required after coursework has been completed. These numbers have been verified in on-site documents and in interviews with students.

Candidate performance in field experiences and student teaching is evaluated by cooperating teachers, principals, and college supervisors. The cooperating teacher completes a midterm and final evaluation for the practicum student during the Pre-student teaching placements. College supervisors and cooperating teachers complete at least four observations each of the candidate during student teaching in addition to midterm and final evaluations. The school principal completes at least one observation of the student teacher. In addition, some evaluations were completed by arts and sciences faculty members. Limited documentation was available to review, but the department faculty indicated that students keep those evaluations and/or notes because they did not know they needed to submit those with their materials. One arts and sciences faculty member said in an interview that she observes the students in her field during a practicum experience that occurs before student teaching, but the evidence was not available at the time of the visit.

Peer evaluation occurs in “micro teaching” assignments in professional studies classes. Students teach their peers a formal lesson, and then they receive feedback from the professor and their peers.

Self-reflection is evidenced throughout the candidates’ program. Multiple syllabi call for the students to reflect upon experiences. Reflection also was evident in the candidates’ portfolios. In addition, the candidates complete a form in student teaching, which asks them to rate their performance across several areas.

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

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

Averett University has a Teacher Education Committee. Interviews with the committee indicated that they do not have formal meetings, and the primary role of the committee is to review applications for the Teacher Education Program. Letters of recommendation are kept in files in the Education offices, so if a member of the committee wishes to review the letters of recommendation, they may go to the offices and read them. At least two of the faculty members indicate that they do this. The committee indicated that they review undergraduate applications, but no mention was made of the graduate program applications. The committee members could not remember the last face-to-face meeting, although one member thought it may have been in the fall of 2015. One professional studies faculty member indicated that she met with a computer science faculty member to discuss how to integrate the technology standards into the syllabus. Interviews with the general and content course faculty indicate many informal discussions about programmatic issues, but no evidence could be found of more formal collaboration at the time of the visit.

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

The Averett University Professional Education Program has formal partnership agreements with the following eight local school divisions, two regional private schools, and two regional community colleges:

Caswell County Public Schools, North Carolina;  
Danville City Public Schools, Virginia;  
Halifax County Public Schools, Virginia;  
Henry County Public Schools, Virginia;  
Patrick County Public Schools, Virginia;

Person County Public Schools, North Carolina;  
Pittsylvania County Public Schools, Virginia;  
Franklin County Public Schools, Virginia;  
The Carlisle School, Virginia;  
Sacred Heart Academy, Virginia;  
Piedmont Community College; and  
Danville Community College.

Interviews with School of Education faculty and the cooperating teachers evidenced that Averett University and the partnering school divisions clearly have a strong relationship. While collaboration exists to determine needs of local school divisions as evidenced by minutes from the recent Advisory Board meeting and the Professional Development Academies, no documentation with the exception of various surveys was presented at the time of the visit that indicated that schools and school divisions were formally involved in the design and evaluation of programs, teaching methods, field experiences or other activities. Professional education faculty members indicated that they use feedback from partners to make changes, but that the exchanges were more informal and not documented.

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

The Averett Professional Education Program has formal, signed partnership agreements with eight school divisions, six in Virginia and two in North Carolina, along with two regional private schools and regional community colleges.

At the beginning of each semester, an orientation and training session is held for the teachers from partnering school divisions involved in the field experiences. A networking reception and large group orientation were held for Averett education students, as well as their respective cooperating teachers, followed by small group training sessions led by faculty members. A sample orientation packet provided evidence that requirements of the program and evaluation tools are disseminated at that time. According to an interview with a faculty member, teachers provide feedback to education students and faculty members during discussions about the placements and procedures. While no evidence was found as to the content of the discussion, collaboration likely takes place through informal conversations.

Collaboration exists between school divisions and the Professional Education Program to assess candidates during field experiences. Cooperating teachers and principals evaluate student teachers, and cooperating teachers also evaluate practicum students, as evidenced by completed evaluations provided in the on-site review.

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

The Professional Education Program collaborates with the community to provide opportunities to educate and inform. The Professional Development Academies exemplify the collaboration between the program and the local school divisions. The Averett University Education Advisory Board provides another opportunity for collaboration. Offerings for teachers provided by the Institute for Advanced Learning and Research and other local organizations are shared with the candidates and community, as evidenced by the calendar of events. The University has a chapter of Kappa Delta Pi, an honor society for education. The Carrington Autism Center provides resources for parents, teachers, and the Averett University community.

## **STANDARD 1**

### **Review of Team Findings Based on Evidence Presented**

#### **Recommendation: Met with Significant Weaknesses**

##### **Strengths:**

1. The incorporation of multiple field experiences prior to student teaching is a strength of the program. Candidates are provided opportunities that begin with the first education class to gradually transition the candidate from observer, to aid, to assistant, and ultimately, to leading teacher.
2. The program collaborates with the local school divisions to improve the quality of education in the form of the Professional Development Academies. The Professional Development Academies provide a great opportunity for the Professional Education Program and the community to share ideas and expertise.
3. Students in the Averett University Professional Education Program have access to a classroom infused with technology that is commonly used in PreK-12 schools. Candidates are exposed to the new technologies and get hands-on experience in how to effectively utilize the technology in a classroom setting.
4. The addition of the Praxis preparation course is an asset to students and the Professional Education Program.

##### **Weaknesses:**

1. A lack of cohesiveness exists among the differing programs (undergraduate and graduate) and the standards addressed. In many cases, it is unclear how specific entry-level competencies are assessed, both in professional studies courses and content area courses required for licensure. At the time of the visit, some syllabi did not align with the competencies on the Virginia Department of Education matrices (such as Administration and Supervision, as well as Driver Education). Some rubrics used for evaluation in certain professional studies classes, particularly the graduate courses in special education, were well written and clearly identified the knowledge, skills, and dispositions being assessed, while other courses used checklists that were more ambiguous. Rubrics that measure specific knowledge, skills, and dispositions appropriate to the developmental level of courses were not developed and used for all major projects. Inconsistent criteria were used to evaluate candidates in the student teaching experience; some evaluations had dispositions and content expertise as criteria; others did not. The candidates were evaluated by clinical educators and college supervisors on some InTASC Standards and not others. Some of the indicators may be different, depending on the nature of the licensure area (e.g. special education) but each evaluation for teacher licensure should include indicators for content area expertise; professionalism; dispositions; teacher planning,

implementation, and reflection, in addition to areas highlighted in the conceptual framework. No evaluation instrument for the final administration and supervision practicum was available at the time of the visit. Since many faculty are relatively new in the department, they are in the process of aligning all the programs with the standards, but the process is not yet complete.

2. There is a lack of evidence that program design, implementation, or evaluation has been developed in collaboration with stakeholders. However, the team was able to confirm that collaboration exists between the Professional Education Program and various stakeholders. Many surveys have been collected from various stakeholders, but it is unclear how that data have been used to make changes to the program. The Teacher Education Committee does not have regular meetings to discuss issues pertaining to the Professional Education Program. The Teacher Education Committee is underutilized and can be better used to solicit input from arts and sciences faculty on design and programmatic issues instead of solely vetting undergraduate licensure candidates.
3. No formal records were found in student files to verify experience in diverse settings. Interviews indicate that faculty consider previous placements when requesting new placements to ensure diverse placements, but no formal process or record keeping exists on the student level. Also, placements in inclusive classrooms and with ESL students were not formally documented.
4. Lack of evidence that a formal assessment system exists that would provide a systematic process for the implementation and evaluation of program outcomes and candidate skills.

## **STANDARD 2**

**Standard 2: Candidate Performance on Competencies for Endorsement Areas.** Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600.

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

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

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

Evidence found in the *Averett Student Teaching Handbook* (page 3), the *2016 Averett Institutional Report* (page 16), and state Biennial Reports from 2011- 2015, indicates candidates in the education programs demonstrate knowledge, skills, and dispositions to meet professional, state, and institutional standards. The program design provides cohesion among the general, content, and professional education courses. A review of the provided documents and interviews held with faculty and student groups provided information that supports candidates' mastery performance of the required skills.

At the time of the onsite visit, program endorsement matrices aligned with competencies in each approved program except Administration and Supervision PreK-12 and Driver Education. During and subsequent to the onsite review, both of these programs were revised to align with the required competencies.

Course syllabi contain course learning outcomes, objectives, or endorsement competencies set forth in the Board of Education regulations and identify assessment methods. Students must pass the Praxis Core (or approved substitute tests) before being admitted into the Teacher Education Program and proceed to take upper-level education classes. Required English, literature, and communication classes help prepare students to meet this standard. Other experiences include in-house tests prepared to assess student proficiency in written language; two required writing intensive classes, one of which is part of the professional studies coursework; two required oral intensive classes, one of which is included in professional studies coursework; required videotaping of microteaching experiences during each of two student teaching placements; and numerous research papers and other coursework requirements designed to enhance writing and vocabulary skills. During the on-site interviews with students and faculty, it was confirmed that before student teaching, students must take and pass the Virginia Communication and Literacy Assessment (VCLA) to provide further evidence of reading and writing skills before graduation.

Specifically, English is one of five areas of concentration, two of which are required for the major in liberal studies required for an elementary program. The Galesi Family Student Success Center provides tutoring and assistance in all content areas at no charge to students. The On-Campus Writing Center assists students in all stages of the writing process and specifically on skills needed to pass Praxis Core in writing.

The Professional Education program ensures that candidates:

- have completed core course requirements which provide experiences in English that prepare candidates to have a full command of the English language;
- use standard English grammar;
- have rich speaking and writing vocabularies;
- are knowledgeable of exemplary authors and literary works;
- communicate effectively in educational, occupational, and personal areas and that include the knowledge and skills needed to succeed on the Praxis Core assessment in reading and writing.

Evidence of the above areas of competence is found in ENG 111: Introduction to Writing and Research and in ENG 112: Introduction to Literature. In addition, candidates are required to take

a communication class, such as TH 103: Introduction to Human Communication. Writing intensive classes, such as ENG 444: Literature for Children and Adolescents, ED 378: Curriculum in PreK-6 and ED 474: Secondary/PreK-12 Curriculum are examples of courses designed to help satisfy this section of the standard. ENG 444: Literature for Children and Adolescents, ED 401: Instruction in Grades PreK-6, and ED 406: Instruction in Secondary/PreK-12 are examples of oral intensive classes. Before student teaching, candidates must take and pass the Virginia Communication and Literacy Assessment (VCLA) to provide further evidence of reading and writing skills.

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

The Professional Education Program ensure candidates complete general education core, major courses, and related experiences in mathematics that prepare candidates to become mathematical problem solvers, communicate and reason mathematically and make mathematical connections. These courses include the knowledge and skills needed to succeed on the Praxis Core assessment in mathematics. A minimum of six hours of mathematics coursework is required for all students in the Elementary Education PreK-6 program. Evidence of core courses in mathematics includes MTH 111: Theory of Modern Mathematics I and MTH 112: Theory of Modern Mathematics II. Mathematics requirements for other program areas vary according to the major. Mathematics placement tests are administered to all incoming students to determine areas of weakness and to assess the need for completing MTH 100, a non-credit remediation course. Evidence of a one credit, 15-hour course to assist students in passing the mathematics portion of Praxis Core is available every semester, with Praxis practice manuals available in the Averett Bookstore and in the Averett Library. Students must pass the Praxis Core (or equivalent substitute tests) before being admitted into the Teacher Education Program and proceed to take the upper-level education classes as verified with the program handbook policy and student advising records.

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

The Professional Education Program ensures that candidates have courses and experiences in science that prepare candidates to develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science related careers. A minimum of eight hours of biology and physical science coursework is required for students completing the Elementary Education PreK-6 program. Evidence of courses to meet the science requirements includes BIO 101: Introduction to Biology and Lab and PSC 101: Survey of Physical Science and Lab. Candidates are required to take a minimum of eight hours of biology and physical science coursework to complete the Elementary Education PreK-6 program. Science requirements for other licensure areas vary according to the major. Natural sciences are one of five areas of concentration, two of which are required for PreK-6 Liberal Studies Candidates.

The Galesi Family Student Success Center provides tutoring in all content areas at no charge to students. Students are given exposure to events at and field trips to the Danville Science Center and to science events and workshops offered by the Danville-based Institute for Advanced Learning and Research whenever possible and appropriate, with funding provided by the University. Students also participate as judges in regional science fairs in individual schools.

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

The Professional Education Program ensures that candidates have successfully completed core and major course requirements which provide experiences in history and the social sciences that prepare candidates to know and understand our national heritage and to develop knowledge and skills of American and world history, geography, government/political science, and economics. These experiences create informed and responsible citizens who can understand, discuss, and participate in democratic processes. Students completing the Elementary Education PreK-6 program must take a minimum of six semester hours in American history, six hours in world history, three hours in the world of politics, and three hours in psychology coursework. History and social science requirements for other licensure areas vary according to the major. History and Social Science is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies Candidates.

Evidence of course requirements includes the following courses: HIS 201: United States History I, HIS 202: United States History II, HIS 101: History of Western Civilization I and HIS 102: History of Western Civilization II. For geography, government/political science, economics, evidence is found in the following required courses: POS 131: The World of Politics, HIS 201: United States History I; HIS 202: United States History II; HIS 101: History of Western Civilization I; and HIS 102: History of Western Civilization II. Students completing the Elementary Education PreK-6 endorsement program must take a minimum of six semester hours in American history – HIS 201: United States History I and HIS 202: United States History II; six hours in world history – HIS 101: History of Western Civilization I and HIS 102: Western Civilization II; three hours in the world of politics – POS 131: The World of Politics; and six hours in psychology – PSY 205: Developmental Psychology and EDU 322: Educational Psychology. History and social science requirements for other approved programs vary according to the major. History and social sciences is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates.

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

The Professional Education Program ensures that candidates have other courses and experiences, including the fine arts, communications, literature, and philosophy to produce well-rounded individuals. Students completing the approved program must complete a minimum of six hours of art and music, three hours of communications, nine hours of literature, and four hours in health and fitness. Foreign Language is one of five areas of concentration, two of which are

required for PreK-6 Liberal Studies candidates. Evidence of course requirements in art and music include a choice of ART 103: Visual Arts; ART 205/305/306: Art History; or MUS 260/261: Music History. Evidence of course requirements in communications is found in TH 103: Introduction to Human Communication or TH 300: Public Speaking. Evidence of course requirements in required courses in literature include ENG 112: Introduction to Literature and English 201: Major British Authors. Evidence of course requirements in ethics includes Philosophy 150: Introduction to Philosophy or Philosophy 210: Ethics. Four credit hours are required in health and fitness, which include Health 220: Health and Fitness for the 21<sup>st</sup> Century for the Elementary Education PreK-6 program or Health 110: Contemporary Health Problems for Secondary and PreK-12 programs. Evidence of three credit hours of religion can be found in REL 101: Introduction to Old Testament Literature or REL 102: Introduction to New Testament Literature. Foreign language is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates.

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

All candidates must attain a passing score on the Praxis Core Academic Skills for Educators Tests: Reading (5712), Writing (5722), and Mathematics (5732) or meet the state-prescribed SAT or ACT scores prior to admission to the education program. The Averett *Student Teaching Handbook* (page 3) provided the admission policy and related required assessment. Furthermore, a review of student admission files confirmed the admission process. Raw student score data was shared with the team, but no additional summary or analysis was provided.

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

According to the *Averett Student Handbook*, all candidates are required to pass Praxis Subject Assessments, Virginia Communication and Literacy Assessment (VCLA), and the Reading for Virginia Educators (RVE) Test, when applicable, prior to student teaching. Candidates also must complete Child Abuse Recognition and Intervention Training prior to student teaching and all other statutory requirements.

The review team requested additional information on candidate performance on the licensure assessments and other assessments required for program admission. The raw data for the licensure assessments were provided in Excel files by faculty in the Teacher Education Program during the on-site visit. The Averett University Professional Education Program recently added a course to help prepare students for the admission assessment, Praxis Core Math Academic Skills for Educators, to help students who are struggling with earning the pass score on the test.

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

*a. Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of*

***children and youth; the complex nature of language acquisition and reading; and an understanding of contemporary educational issues including the prevention of child abuse, appropriate use of technology, and diversity.***

Professional studies coursework and methodology in the PreK-12 and 6-12 Teacher Education Programs are limited to 18 semester hours for the bachelor's degree, excluding field-related experiences. The Elementary Education PreK-6 program does not exceed 24 semester hours of professional coursework and methodology, excluding field experiences, for the bachelor's degree. Candidates are required to take a sequence of courses and are offered experiences in which they acquire and learn to apply knowledge about the physical, social, emotional, and intellectual development of children and youth.

In combination with academic course study and discussion about children and youth, candidates are exposed to a wide variety of field placements with characteristics that include: urban, rural, and suburban divisions; at-risk, English language learners, gifted, special needs, and behaviorally challenged students; fully accredited, conditionally accredited, and warned schools; and various ethnicities. The *Institutional Report* (Appendix Item 8, 24) provided summary data on the diverse field experiences. Required courses that address these competencies include PSY 205: Developmental Psychology; ED 322: Educational Psychology; HTH 220: Health and Fitness for the 21<sup>st</sup> Century (PreK-6)/Health 110: Contemporary Health Problems (PreK-12 or Secondary); and POS 131: World of Politics (PreK-6). The course, PE 351: Adapted Physical Education, is required for Health and Physical Education program completers. Students completing the Elementary Education PreK-6 program develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences (ED 350: Reading and Language Development; ED 351: Field Experiences in Reading and Language Development; ED 443 Diagnosis and Application of Reading and Language Arts; ED 444: Practicum in Reading; ED 378: Curriculum in Grades PreK-6; ED 379: Teaching Assistant: Grades PreK-6; ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; and ENG 444: Literature for Children and Adolescents).

Students seeking secondary or K-12 programs develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences (ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; and ED 334: Content Area Reading and Language Development).

Specifically, evidence is found in the following course program requirements and syllabi that address candidates' knowledge, skills, and dispositions to work with students from diverse backgrounds: PSY 205: Developmental Psychology; ED 322: Educational Psychology; HTH 220: Health and Fitness for the 21<sup>st</sup> Century (PreK-6)/Health 110: Contemporary Health Problems (PreK-12 or Secondary); and POS 131: World of Politics (PreK-6). PE 351: Adapted Physical Education is required for program completers in Health and Physical Education.

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

Students in the program are required to take a sequence of courses and are exposed to multiple experiences in teaching methods to understand and use the principles of learning, methods for teaching content, classroom management, selection and use of teaching materials, and evaluation of student performance. Fieldwork requirements and projects best exemplify student understanding in this area. Coursework required for the Elementary Education PreK-6 program includes ED 378: Curriculum and ED 401: Instruction. Coursework required for PreK-12 programs includes ED 474: Curriculum and ED 406: Instruction in Secondary/Pre-12. Experiences culminate in student teaching, and projects culminate in student professional portfolios, which include a unit of study using appropriate teaching methods, materials, strategies to evaluate and reflect on each lesson, and management techniques for both regular and exceptional students.

During the on-site visit, examination of course syllabi provide evidence that students completing the Elementary Education PreK-6 endorsement program have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through the following required professional studies coursework and experiences: ED 350: Reading and Language Development; ED 351: Field Experiences in Reading and Language Development; ED 443 Diagnosis and Application of Reading and Language Arts; ED 444: Practicum in Reading; ED 378: Curriculum in Grades PREK-6; ED 379: Teaching Assistant: Grades PreK-6; ENG 111: Introduction to Writing and Research; and ENG 112: Introduction to Literature. Additionally, all secondary and K-12 majors are required to complete ED334: Teaching Literacy in the Content Areas. Additionally, the courses, ED 515/516: Seminar and Internship, provide early field experiences to assist students in the application of teaching methods and classroom management. Candidates demonstrate their abilities to manage a classroom and to provide a variety of teaching strategies. These skills were documented in journals and field experience logs provided during the on-site visit.

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

All candidates complete a practicum and student teaching experiences that require extensive lesson planning. In developing lesson plans, candidates must analyze prior student learning, plan appropriate lessons based on prior learning, incorporate the pertinent Standards of Learning, and provide opportunities for assessing and analyzing student performance. During student teaching, candidates are serving as “full time” teachers in direct contact with students and are responsible for planning and instructing students based on appropriate standards. Candidates analyze and reflect on student performance through journal entries, and observational feedback from cooperating teachers, Averett supervisors and peers. Using INTASC standards and formative and summative evaluations during the practicum and student teaching experiences assess candidates’ abilities to have a positive effect on student learning in terms of lesson planning, teaching effectiveness, and the use of techniques to assess, analyze, and reflect on student performance. These evaluations are completed by clinical educators and Averett supervisors and are discussed with candidates following both formal and informal observations. (*Student Teaching Handbook*, page 8)

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

The Professional Education Department ensures that all students are exposed to a sequence of coursework and activities in which candidates acquire the ability to use educational technology to enhance student learning. Coursework required for all approved program candidates includes CSS 113: Microcomputers and Application Software. Matrices indicate the CSS 113 alignment with the competencies. The Technology Standards for Instructional Personnel are embedded within each Professional Studies course and are demonstrated through course-related activities focusing on instructional technology include lesson planning, thematic units of study, papers and reviews researching various teaching methods, evaluation, and management techniques. (Virginia Department of Education Program Status Matrix, Averett University: Undergraduate Elementary Education PreK-6, Page 2), Frith 106, the primary education classroom, is equipped with a SmartBoard and Notebook software, iPads for each student, a document camera, and Apple TV for projection of information gleaned with the iPads.

During the on-site visit, interview responses from graduate candidates indicate they are having a positive experience using technology, but candidates want even more “hands-on” experience in the use of technology, such as Elmo, Smartboards, and iPads.

***Averett University Education Department 2015  
Virginia Technology Standards for Instructional Personnel Alignment***

| <b>Virginia Technology Standards</b>  | <b>How Standards are Met</b>   |
|---|--|
| Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.  | All teacher education candidates take a three-credit computer course that introduces them to computers, computer terminology, and basic software packages, like the Microsoft Office suite, as well as some Web 2.0 tools.   |
| Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology. | All teacher education candidates take a three-credit computer course that introduces them to computers, computer terminology, and basic software packages, like the Microsoft Office suite. Candidates later apply this knowledge in content-related courses, as well as their education courses by completing a variety of activities that include technology.  |
| Instructional personnel shall be able to apply computer productivity tools for professional use.                        | Teacher education candidates learn how to use a variety of productivity tools to aid them in their professional development and classroom management skills. Software productivity tools include: Word, Excel, PowerPoint, Google Docs, Google Slides, Prezi, and a host of other Web 2.0 and Google tools. Hardware productivity tools include: SmartBoards and Notebook software, iPads, a Document Camera, and Apple TV for projection of information gleaned with the iPads. |
| Instructional personnel shall be able to use electronic technologies to access and exchange information.                | Teacher education candidates use email, message boards, group texting apps, Google Docs, and the learning management system – Moodle – to access and exchange information with their professors, clinical faculty, cooperating teachers, and other educational professionals.  |

| Virginia Technology Standards  | How Standards are Met   |
|--|---|
| Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives. | Teacher candidates learn how to utilize the Virginia Standards of Learning Curriculum Frameworks to guide them in their selection of appropriate instructional hardware and software. Candidates also identify, locate and evaluate websites when they create WebQuests and software when they create multimedia assignments. Through these experiences, candidates design an assignment that they might use with their own students and then complete the project to provide them with a student's perspective and aid them in reflecting on the design process.   |
| Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.  | Teacher education candidates are exposed to a variety of data collection mechanisms, including Excel, Google Forms, Qualtrics and SurveyMonkey. They are shown how these software capture data, which can then be further manipulated. They are required to set-up a digital folder system to organize artifacts for their ePortfolio. This demonstrates the importance of digital organization. Further, teacher education candidates work with online applications such as Google Docs, Blogger, Prezi, Animoto, PowToon, and Zaption to strengthen their problem solving, decision making, communication, and presentation skills.   |
| Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.                     | Teacher education candidates take an instruction and curriculum course related to either the elementary or secondary school level. In these courses, students are required to design lessons and deliver instruction that integrates technology and that also differentiates content, process and product to meet the diverse needs of learners in a variety of educational settings. Additionally, teacher education candidates create ePortfolios at the end of student teaching that requires them to meet both the InTASC and Virginia Performance Standards. Technology-enhanced lessons that include differentiation must also be showcased here to pass their student teaching field experience. |
| Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.   | Teacher education candidates are taught how to teach their own students about social media responsibility in all education courses. They are also taught how to correctly cite images, websites, music and any other copyrighted media found on the Internet. Issues related to the correct citation of sources are reinforced in content-related courses. Teacher education candidates also are educated about Creative Commons, which has license-free music and images. Lastly, they are informed about their own use of social media and the importance of clear cut boundaries with students.  |

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

Throughout the professional education coursework, candidates receive instruction in how to analyze various types of data for planning and assessment purposes. Elementary Education PreK-6 program candidates complete ED 443/444: Diagnosis and Application of Reading and Language Arts that provides the basic knowledge of formal and informal literacy assessments and interpretation. Field assignments for this course provide opportunities to use and interpret actual assessments and to develop instructional plans to remediate struggling readers or provide additional instruction for gifted readers. Evidence is found where PreK-12 licensure candidates learn disaggregation techniques in ED 474: Curriculum and how to use the disaggregated data

to improve classroom instruction and develop individual tutoring plans. During an on-site interview, a teacher candidate stated, in part, “Schools are data driven and teachers share results with all to help with student progress and improvement. They use it ... and take the data to see what concepts need to be retaught or reviewed before moving to new material.” In addition, opportunities for data analysis are provided in the Education Department Professional Development Academies led by practicing regional educators who provide actual school data for students to interpret and analyze.

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

- a. Candidates demonstrate understanding of the Virginia Standards of Learning and standards of appropriate specialty organizations, including how these standards relate to the leadership roles for which they are being prepared.*

According to the Averett University [Catalog](#), an admission requirement for the Averett University online M.Ed. program in Administration and Supervision is a Virginia teaching license. Virginia has a high stakes accountability system, and educators are held to a high standard of student achievement. A teaching license in Virginia implies knowledge and instructional expertise regarding the Virginia Standards of Learning. In addition, three letters of recommendation from persons qualified to evaluate the applicant’s academic and professional qualifications for graduate studies are required. A current resume is required indicating a *minimum of three years of full-time instructional experience*. (<https://gps.averett.edu/averett-admissions-aid/admissions-requirements/>) [Note: The Board of Education regulations stipulate the following experience for the Administration and Supervision PreK-12 endorsement: “Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia.” The University’s catalog should reflect the exact requirement.]

The Averett University online M.Ed. program in Administration and Supervision teaches critical managerial and administrative skills for building community and coherent, school wide instructional plans which emphasize student achievement of the Virginia Standards of Learning. Supervised field experiences with master administrators create clinical experiences within a real-world environment. Students are prepared to manage people, resources, and processes within K-12 schools and school divisions to support effective instructional strategies. Research methods and critical analysis of educational research are emphasized. Course syllabi and the faculty instructional guides provided indicate alignment between the Interstate School Leadership Licensure Consortium (ISLLC) Policy Standards and the National Policy Board for Educational Administration (NPBEA) Standards and the course learning outcomes. At the time of the on-site review, the Administration and Supervision program matrix indicated misalignment between the endorsement competencies set forth in the Board of Education regulations and the courses taught. The curriculum was being revised with technical assistance

from the Virginia Department of Education in the weeks following the on-site visit. At the time of the on-site visit, many of the proposed changes to the Administration and Supervision program delivery format were still under review.

Furthermore, the team learned through various interviews with faculty that the graduate program in Administration and Supervision has experienced significant turnover in leadership in the past seven years. Specifically, the one dedicated faculty and chair of the Administration and Supervision program moved to another state soon following the program approval by the Virginia Department of Education in 2014. Furthermore, the Department Chair has changed twice since the Administration and Supervision program was approved. As a result, the program curriculum development and implementation have been impacted and delayed. Unfortunately, the team was unable to review any student portfolio or culminating projects associated with the internship. The team acknowledges that at the time of the on-site visit, the first program candidates were expected to enter the final internship experiences the following semester (spring 2017). Based on post-visit documentation and review by the team, the Administration and Supervision program's new online format was determined to meet all endorsement competencies.

***b. Candidates demonstrate the competencies specified in their intended licensure/endorsement areas as defined in 8VAC20-542-70 through 8VAC20-542600.***

According to the *Institutional Report*, the purpose of Averett's M.Ed. program in Administration and Supervision is to offer potential school leaders opportunities, not only to learn about, but also to practice the skills and functions that will make them successful school leaders within the context and understanding of the Virginia Standards of Learning. In order for students to learn to be effective school leaders, they must understand how to negotiate the direction of instructional organization to reflect current data and issues, and they must learn to communicate effectively. Each course syllabus indicates current research, literature, and professional organizations/websites to reflect best practices in school leader preparation. Program matrices indicate alignment of endorsement competencies and the courses taught. Finally, the *Faculty Instructional Guide* (FIG) for each course designates course learning outcomes which are correlated with competencies in Board of Education regulations, ISSLLC, NPBEA, and Educational Leadership Constituent Council (ELCC) Standards.

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

Exit requirements for the program include successful completion of coursework, passing scores on the School Leaders Licensure Assessment, a submission and presentation of a Professional Portfolio, and an exit survey to offer an overall evaluation of the program and instruction. Two courses assist candidates in successful completion of these requirements; ED 621: Preparing for the School Leaders Licensure Assessment and ED 622: Portfolio Development.

- d. Candidates demonstrate understanding of research, research methods, issues, trends, and research-based practices that shall enhance the academic achievement of all preK-12 students and reduce academic achievement gaps among diverse preK-12 student groups.***

Coursework emphasis in the program includes study and application of the research of certain key educators, practitioners, and researchers to provide the theoretical basis and principles undergirding the program. Specific courses included in the program further enhance understanding relative to research and student achievement. ED 690: Research in Education and Applications to School Leadership focuses on the practical uses of educational research to empower educators and strengthen leadership in today's school settings. This course moves from theory to application by allowing students an opportunity to design and customize educational inquiry based on school and community needs. Further, it supports personal growth and ownership through continued reflection and discussion. ED 618: Instructional Leadership and Student Academic Achievement studies the concept of instructional leadership as a collaborative practice in the school improvement process. Students engage in continuous inquiry and reflection to examine best practices and key challenges of leadership. Topics include setting high academic expectations for all students, monitoring student achievement, analyzing data, developing teacher leaders, and creating learning-centered school cultures.

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

Averett's M.Ed. program in Administration and Supervision ensures that all candidates are exposed to a sequence of coursework and activities in which candidates acquire and demonstrate the ability to use educational technology to enhance student learning. Coursework required includes the course, ED 619: Technology and School Leadership, which reflects an overview of the impact of technology on leadership in a PreK-12 environment. Topics include best practices for incorporating technology in leadership, supervision, data collection, analysis and communication with the goal of improving student academic progress and community relations. The Technology Standards for Instructional Personnel are embedded within other course related-activities focusing on instructional technology which include papers and reviews researching various teaching methods, evaluation, and management techniques. Email addresses are provided for all students at Averett University. Writing assignments for courses must be submitted to the instructor by email or through Moodle as an instructional component, and course requirements for field experiences require students to email reflections and/or log entries to instructors.

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

Throughout the professional education coursework, candidates receive instruction and experiences in practical applications of how to analyze various types of data for planning and assessment purposes. Specifically, the course, ED 618: Instructional Leadership and Student

Academic Achievement, addresses the concept of instructional leadership as a collaborative practice in the school improvement process. Students engage in continuous inquiry and reflection to examine best practices and key challenges of leadership. Topics include setting high academic expectations for all students, monitoring student achievement, analyzing data, developing teacher leaders, and creating learning-centered school cultures. Candidates learn disaggregation techniques and how to use the disaggregated data to improve classroom instruction.

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

Candidates understand current and emerging issues in educational leadership through research publications of national organizations in leadership including the United States Department of Education, University Council for Educational Administration, Council for 21st Century Learning, International Society for Technology in Education, National Center for Education Statistics, Economic Policy Institute, Education Commission of the States, National Association of State Boards of Education, American Association of School Administrators, and the Association for Educational Leaders.

For practical application of the current and emerging research, the course, ED 634: School Climate and School Improvement, examines how leaders use research to improve schools. Emphasis is placed on designing projects to enhance school culture through application of assessment and research data. Students explore the role of instructional leadership with the framework of a standards-based curriculum, culturally responsive teaching, and assessment.

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

The conceptual framework of the Averett University Teacher Preparation Program serves as the underlying focus to organize and guide programs, course, candidate performance, instruction, research, faculty achievement, development and assessment of the total program. (*Institutional Report*, Appendix, Item 7) According to the conceptual framework, the following is supportive of the program learning outcomes and provides a listing of assessment tools, results from assessment tools, and use of results of assessment processes:

- Working Portfolios;
- Professional Development Portfolios;
- Evaluated Field Assisting;
- Field experiences and an internship in a variety of school settings and levels; [Field experiences are evaluated by both Averett faculty as well as clinical educators.] and
- Course requirements (include written tests, exams, research papers, projects, presentations, class applications, critiques, and written assignments that are assessed using appropriate checklists, rubrics, and grading systems).

Candidates must meet standards of excellence determined for each assignment and assessment. Course content is revised continuously to reflect new research and information in the field of education in such areas as best practices, technology, changing student demographics and needs, and legal issues. However, the team is unsure if the same assessment tools listed are applied across all programs consistently, especially between undergraduate and graduate level programs based on documentation provided during the on-site visit. Furthermore, the team must acknowledge that at the time of the on-site visit, the new online Administration and Leadership program cohorts had not reached the internship phase of the program. Cohort students are expected to begin internships in spring 2017. As a result, evidence of mastery of competencies through assessment tools such as internship evaluations or employer satisfactions survey results were not available.

## **STANDARD 2**

### **Review of Team Findings Based on Evidence Presented**

#### **Recommendation for Standard 2: Met**

#### **Strengths:**

1. The accessibility and use of technology in the delivery of instruction was strongly evident in the primary education classroom, which is equipped with a SmartBoard and Notebook software, iPads for each student, a Document Camera, and Apple TV for projection of information gleaned with the iPads.
2. Candidates expressed opportunities to apply methods and theory from courses in multiple field experiences throughout the program.

#### **Weaknesses:**

1. The Administration and Supervision Program lacked evidence of the development of guidelines for candidates' mastery of competencies. No working portfolios, professional development portfolios, field experience logs, reflections, summaries, and faculty evaluations of field experiences were available at the time of the visit.
2. The large percentage of faculty turnover for the Administration and Supervision program has negatively impacted all aspects of the program development and implementation.

## **STANDARD 3**

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

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

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

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

The *Institutional Report* (Appendix Item 22) provides the professional education faculty members' vitae. Five full-time faculty members are employed; all have doctorate degrees. Two faculty members teach full-time in the undergraduate programs; two teach in both graduate and undergraduate programs; and one teaches only graduate programs. A review of the *Faculty and Adjuncts Vitae Notebook* during the on-site review indicates 31 educational adjunct faculty members either have master's or doctorate degrees in their fields. One adjunct faculty member has an undergraduate degree in driver education and assists with the instruction of a driver education course.

During an on-site interview, the cooperating teacher indicated receiving license renewal points for mentoring teacher education candidates in her field and student teaching placement experiences.

The *Institutional Report* (Accreditation Standard 3.1g) provides the professional education faculty members' vitae (Appendix Item 22). During interviews with cooperating teachers, the on-site team was informed that the professional education faculty participate in community and school activities, such as the Danville Area Substance Abuse Council, Danville Literacy Council, Danville-Pittsylvania Community Policy and Management Board, tutoring programs, internships, and Smart Beginnings After School Programs.

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

A review of the *Institutional Report* (Accreditation Standard 3.1b) and the professional education faculty members' vitae (Appendix Item 22) indicates that four of the five professional education faculty have more than five years of professional experience in higher education. All five faculty members' vitae (*Institutional Report*, Item 22) indicate that the professional education faculty members have more than five years of professional experience in school preK-12 settings. Furthermore, the professional education faculty members' vitae (*Institutional Report*, Item 22) indicate that each professional education faculty member held a Virginia license with endorsements in the field they teach and provide field and student teaching supervision.

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

A review of the professional faculty course syllabi during the on-site visit indicates undergraduate and graduate candidates are regularly exposed to and utilize a variety of technology throughout their coursework and placement experiences. Appendix Items 11 and 12 of the *Institutional Report*, provides support of meeting this requirement.

According to vitae of the professional education faculty, faculty have experiences related to computers and technology. One faculty member has served as an “Improved Technology and Learning Environment Project Leader,” as well as a member of the Society of Information Technology

Appendix Item 26 of the *Institutional Report*, Online Faculty Training Outlines, identifies four online training courses available for adjunct online faculty. The technology course, FAC 101: Technical Training for Averett Instructors presents Moodle as a distance learning system and WiZIQ as an electronic tool for managing and storing student submissions and files. Google Drive is presented as a technology tool to facilitate communication. PowerPoint, Prezi, Haiku Deck, ThingLink, Infogram, and Weebly are presented as technology to create presentations. Mindmap is introduced as a technology to produce learning materials.

During the on-site interview with student teacher candidates, each shared their satisfaction with the access and utilization of WiZIO as an electronic tool to submit assignments and program required documents. Furthermore, adjunct faculty members expressed their satisfaction with the use of Google Drive that assists with communication and sharing of information.

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

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

Evidence is presented in course syllabi that indicate the “unpacking” of SOL activities with teacher candidates in education courses (Examples: ED 334: Content Area Reading and Language Development, ED 567: Mathematics Curriculum and Adaptation, and ED 180: Earth Science and World Geography for Educators).

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

Components of course syllabi and Accreditation Standard 3.1e show education faculty members understand and teach candidates about cultural differences and exceptionalities. The on-site interviews with the professional education faculty, liberal studies faculty, and candidates identified the instructional implications in courses and placement experiences, such as ED 350: Reading and Language Arts Development and Field Experience, ED 488: Directed Teaching PreK-6, and ED 613: Learning to Work with All Generations.

The *Institutional Report* (Appendix Item 21) identifies a professional development session, “Understanding and Engaging Under-Resourced Students,” attended by four of the education faculty in April 2016. Two topics shared were (1) Hidden Rules of Poverty, Middle Class, and Wealth and (2) Causes of Poverty, and Mental Models of Poverty, Middle Class, and Wealth.

According to the response to Accreditation Standard 3.1e in the *Institutional Report*, two education faculty members served as Averett University’s contact for students with special needs and Section 504 accommodations. One of the education faculty members’ vitae indicates a collaborative partnership with the Wales Study Abroad Program for Teacher Education.

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

As evidence from faculty interviews and review during the on-site visit, faculty vitae of the education faculty members who supervise field, clinical, and graduate internship experiences demonstrate all faculty have teaching experience in a preK-12 school setting.

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

The education faculty members’ vitae and interviews with education faculty, show that education faculty are currently involved in various educational associations and committees that impact PreK-12 curricula such as Teachers for Tomorrow, Smart Beginnings, and Council for Exceptional Children. Additionally, the *Institutional Report* (pages 20-21) indicates the professional education faculty’s affiliation with the Institute for Advanced Learning and Research and The Danville Science Center.

On-site interview sessions with the education faculty and review of faculty members’ vitae (*Institutional Report*, pages 41-42), support their affiliations with the Association for Supervision and Curriculum Development, International Association of African Educators, International Association of Special Education, Virginia Association of Colleges of Teacher Education; and International Literacy Association.

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

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

Participation and involvement in professional associations include: Danville City Public Schools Teachers for Tomorrow, Association of Teacher Educators in Virginia, American Educational Research Association, American Council on Rural Special Education, American Association of the Deaf and Blind, Averett Wales Study Abroad Partnership and Program for Teacher

Education with the University of Wales, Carmarthen, Wales, Kappa Delta Pi, International Honor Society in Education, and Averett University Faculty Affairs Committee.

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

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

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

The professional education faculty course syllabi for courses, ED 406: Secondary/PreK-12 Instruction and ED 619: Technology and School Leadership, identify a variety of instructional teaching methods and approaches to learning and student achievement to support the development and appreciation for different learning models. Some variations identified in course syllabi include: demonstrating competency in the development of skills, developing and accessing critical thinking skills, understanding the progression of learning stages, and differentiating content, process, products, and assessments.

Furthermore, the Graduate and Professional Studies Faculty Instructional Guide (*Institutional Report*, Appendix Item 10) identifies a template for graduate course development.

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

The professional education faculty encourages candidates to reflect, think critically, and solve problems, and it is evident in their course syllabi. The responses from the undergraduate teacher education candidates and the professional education faculty during the onsite interviews, they confirmed that faculty encourage candidates to reflect, think critically, and problem solve in the candidates' course work, required assignments, and field practica. Promoting student reflection, critical thinking, and problem solving through class discussions, lectures, cooperative learning, individual research, and collaborative work with the PreK-12 schools are evident throughout the programs.

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

Review of the professional education faculty members' vitae and discussions during interview sessions, indicated one of the education faculty members has a master's degree and one a doctorate in special education. All the faculty members have taught or mentored students with exceptionalities. The faculty members' vitae indicate teaching experiences with students from diverse ethnic/racial, linguistic, and socioeconomic backgrounds in classrooms and preK-12 schools.

According to the *Institutional Report* (page 42, Accreditation Standard 3.2c), all Graduate Professional Studies (GPS) courses are based on the same diversity competencies as the undergraduate courses and utilize the best practices of the profession along with current research.

The *Institutional Report* (Appendix Item 21) identifies a professional development session, “Understanding and Engaging Under-Resourced Students,” attended by four of the education faculty in April 2016. Two topics shared were (1) Hidden Rules of Poverty, Middle Class, and Wealth and (2) Causes of Poverty, and Mental Models of Poverty, Middle Class, and Wealth.

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

According to the *Institutional Report* (Appendix Item 33, Standard 3.2d) and the *Averett Faculty Handbook* (page 58) tenured education faculty are evaluated by students in two classes per semester. The faculty member may select the two classes; however, the Vice President for Academic Affairs and Student Success may change one of the classes selected according to the *Faculty Handbook* (page 58). The Department Chairs are provided with student evaluations and the rating distributions for their faculty. The evaluations are reviewed by the Vice President of Academic Affairs and shared with faculty members by the Department of Education Chair. Strengths and weaknesses of teaching performance are discussed to create a plan for improvement. Course syllabi are reviewed by the Department of Education Chair and the Vice President for Academic Affairs for accuracy and compliance for meeting competencies.

Interview sessions with the education faculty, the Teacher Preparation Committee members and the Liberal Studies faculty, indicated that student course evaluations are reviewed each semester by the Vice President of Academic Affairs and provided to faculty members by the Department of Education Chair. Faculty strengths and areas for improvement are discussed to promote a plan for improvement for each faculty member.

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

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

- a. Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship, and service, including working in PreK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.***
- b. Policies governing the teaching loads of professional education faculty, including overloads and off-site teaching, are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service.***

During on-site interview sessions, the Director of Teacher Education and members of the Teacher Preparation Committee explained the workload and advising assignment policies governing the teaching loads of the professional education faculty, including the accommodations for off-site observations of teacher candidates when needed. The *Averett Faculty Handbook* (pages 46-50) supports these explanations. The typical workload of the education faculty was the teaching of four courses per semester. The advising load varied from 6 to 15 teacher candidates per semester.

Interviews with various program faculty members support policies and guidelines outlined in the *Faculty Handbook* (pages 56-57) for professional education faculty to be continuous learners by encouraging and supporting scholarly work and affiliation around teaching, inquiry, and service.

As stated in the *Faculty Handbook* (pages 19, 46, 56-57), “Teaching is primary” and scholarship and continued professional development are important and expected. Interview sessions with the Director of Teacher Education supported these expectations.

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

The *Faculty Handbook* (pages 29-45) outlines recruitment and retention policies for faculty. A formal plan to seek a diverse pool of candidates at the University or the School of Education exists. Furthermore, in the *Operating Policy and Procedure Handbook* there is a Non-Discrimination Policy (policy #OP 029, revised October 16, 2016) that articulates the University’s policy of non-discrimination in employment, admissions, and all other University activities. The policy is reviewed bi-annually by the Director of Human Resources or upon changes in relevant law, with recommendations to the President’s Council.

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

Indicators of the achievement of this standard are as follows:

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

The *Faculty Handbook* (pages 19, 56-57) states the importance that faculty be continuous learners. The vitae of the professional education faculty and conversations shared during the on-site interviews with program education faculty indicated support and encouragement to be active scholars and involved in work and services around teaching and inquiry. Travel funds in the amount of \$600 are available for the full-time education faculty to attend and participate in professional development activities to encourage continuous learning. In addition to this budget allocation, an endowment under the direction of the Professional Development Committee and a modest account under the administration of the Vice President of Academic Affairs also provide

supplementary funds for the education faculty who participate in professional development activities.

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

According to the *Faculty Handbook* (pages 19, 56-57) and the interview sessions with adjunct faculty, Teacher Preparation Committee, and Liberal Studies faculty, the institution values and provides support for faculty development. Some available support for faculty professional development opportunities come from the University's budget, an endowment under the direction of the Professional Development Committee, and an account under the administration of the Vice President of Academic Affairs that provides supplementary funds.

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

The on-site interview with the professional education faculty and the review of education faculty members' vitae indicate all the education faculty members are involved in scholarly activities in their fields. They include participation in local, state, and national professional associations, as well as presentations at local, state, national, and international conferences. A professional education faculty member, as indicated on the vitae, presented at an international American Educational Research Association (AERA) conference. Successful publication of book chapters was listed on the vitae of a faculty member. A professional education faculty member secured several grants that supported programs for local school divisions that host Averett's teacher candidates.

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

The University's post-tenure review process acknowledges, respect, and encourages continuing professional development of faculty that include contributions to teaching, scholarship, and services as provided in the *Faculty Handbook* (pages 42-45, 58). The post-tenure review (*Faculty Handbook*, pages 41-45) presumes that the rigor of this evaluation process is conducted assures that the University's faculty members are professionally and academically competent individuals who are devoted to scholarship, educational soundness, and the pursuit of truth within an environment of academic freedom.

In on-site interviews with candidates, liberal studies faculty, adjunct faculty, professional education faculty, and curriculum committee members, the evaluation process was described and explained as indicated above.

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

According to interviews with the professional education faculty, liberal studies faculty and adjunct faculty evaluations are given in each class to the students at the end of the semester. The *Faculty Handbook* specifies the principles and criteria on which faculty evaluations are based (page 58). In addition to student evaluations, department chairs are provided grading distributions for their faculty.

### **STANDARD 3**

#### **Review of Team Findings Based on Evidence Presented**

#### **Recommendation for Standard 3: Met**

##### **Strength:**

Faculty in the Professional Education Program represent well-qualified education scholars who are actively engaged in teaching and learning and who have earned doctorates and exceptional expertise in their subject area(s); have professional experiences in school settings at the levels they supervise and are engaged in related educational activities in PreK-12 settings; and are actively engaged in a variety of community and civic organizations.

##### **Weakness:**

The Education Department has a Department Chair; however, no dean has been identified for the Department. Professional education faculty members are not formally represented among university-level decision making and planning. Without a dean, the team is unsure if the Professional Education Program can ensure that the mission, goals, policies, and assignments are aligned and connected with the University.

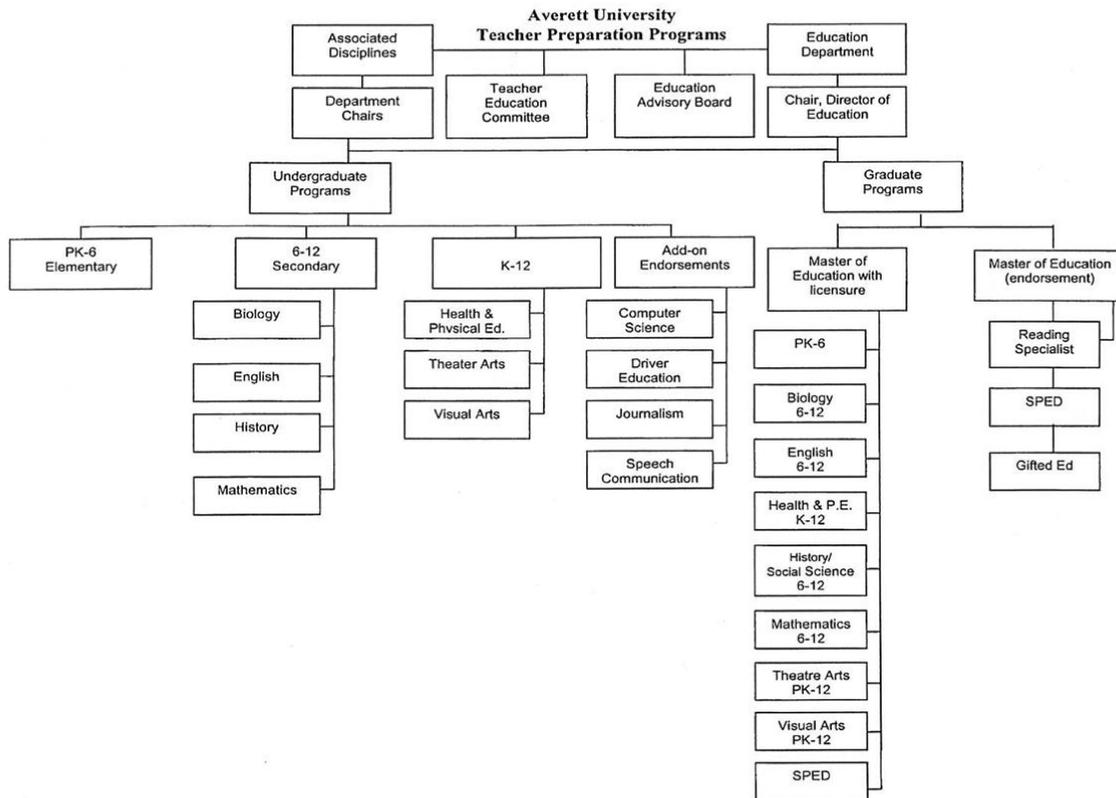
### **STANDARD 4**

**Standard 4: Governance and Capacity.** The Professional Education Program demonstrates the governance and capacity to prepare candidates to meet professional, state, **and institutional standards.**

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

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

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



As demonstrated by the organizational chart, the Chair of the Education Department has the responsibility and authority to work with personnel to develop, administer, evaluate and revise all education programs. The *Averett Faculty Handbook* (page 10) clearly outlines the responsibilities of the Department Chair regarding advising, evaluation of curriculum, identification of new faculty, orientation of new faculty, purchasing and budgeting, and the Chair serves as a member of the post-tenure committee for tenured faculty members and the Tenure Review Committee for untenured faculty members in the program. During the on-site interviews with the University President and the education faculty, the audit team was made aware that historically, the Dean of Arts and Sciences served as the dean for the education program. However, at the time of the visit, the Dean of Arts and Sciences position is vacant and at present, there are no plans to fill this position according to the president. Another Dean on campus would help to support the Education Department with collaboration between departments and work to facilitate and support the programs of the department. There is no clear evidence of this structure or specific dean identified to serve in this temporary capacity as was revealed during informal conversations with faculty and interviews.

The *Averett Faculty Handbook* outlines the procedures and policies for selection, tenure, promotion, and retention decisions; and for the recruitment of candidates. Travel resources are available through an annual allowance (\$600 per faculty member), and additional funding is

available through a competitive review and allocation process through the Faculty Council. Education faculty members annually ask for additional travel funding for the program held at the University of Wales, each late spring and for presentations at conferences and research opportunities both nationally and internationally.

Recruitment of candidates by the department is met through documentation showing it actively participates in recruitment activities for students through the University Admission Department and the Teachers for Tomorrow program. Meeting agendas, event evaluations, and department correspondence are provided in the “Standard 4 evidence folder” located in the evidence room. Documentation also is provided for attendance at open houses and student orientations that are sponsored by the university to recruit candidates for the program. Student interest inquiry lists from the admissions office are also shared with the department to make contact with potential students interested in attending Averett University. Graduate Program recruitment efforts are part of the long-range goals of the department with recruitment/informational pages on the Averett University website.

Proposed curriculum revisions for both undergraduate and graduate curricula are submitted to the University’s Curriculum Committee by the department chair, vetted by the committee before presented to the faculty to be voted on and approved by a majority vote of the faculty. Graduate Education programs are delivered in an online format only. Graduate course development is created through a *Faculty Instructional Guide* (FIG) which is handled through the Department Chair, Education Department Program Director, Subject Matter Experts, and the Averett University Program Designer. Appendix Items 10, 27, 28 and 38 and the *Faculty Handbook* provide evidence of the procedures used for course creation and placement in the catalog and Faculty Instructional Guides created for each course.

The allocation of resources for professional education program activities is equitable among university departments. Budgeting and allocation resource charts are in Appendix Item 36. During the on-site visit in interviews with the Department Chair and faculty, all stated that adequate resources are allocated to the department for Professional Education Program activities.

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

A long-range plan for the Professional Education Program has been developed and is monitored for discussion and revision as demonstrated in Item 32 in the Appendix of the *Institutional Report*. One major long-range project is the implementation of the use of the e-Portfolio across all endorsement areas by teacher candidates in the program. Currently, students seeking a secondary endorsement complete this process. Students in the Elementary Education PreK-6 endorsement program complete a paper portfolio. This goal was specifically outlined in the on-site report and corroborated in on-site interviews with Drs. Brenner and Riedel.

Faculty pre-tenure and post-tenure goals incorporate the long-term goals of the Department and University. Averett’s President also leads the University’s direction in strategic planning for both academic programs and physical facilities of the campus. The evidence boxes provided documentation where Sun Porch sessions have been held in October 2012, February 2013,

October 2013, November 2015 and March 2016 to review strategic planning with all stakeholders of the college – faculty, staff, administrators, students and others. Strategic plan updates are presented periodically (limited evidence was provided during the on-site visit) at faculty meetings and through correspondence from the President’s office. Feedbacks from these meetings guide long-range planning for the University, as a whole.

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

Candidates, both graduate and undergraduate, are asked to evaluate their courses and professors with a University-wide evaluation form each semester. Undergraduates complete their evaluations by paper using ScanTron forms and graduate level students complete their evaluations on-line using Smart Evals. All evaluations are reviewed by the Department Chair and the professors whose courses were evaluated. Appendix items 29, 33, 34, and 45 show evidence of this procedure. These evaluation results are used as well as informal feedback from candidates to shape changes to the program.

The Advisory Board was reorganized fall 2015 with its last prior meeting held in November 2010. The Advisory Board is composed of representatives from each partner school division. The Board is charged to meet twice yearly to evaluate current and past years’ collaborations and gather input for suggested changes or modifications to the existing program model and discuss ideas for new initiatives. In 2015-2016, new partnership agreements (provided on-site and Appendix Item 15) were signed and a focus on childhood poverty and associated discipline processes became a regional initiative. A conference was hosted by the college in spring 2016 and further workshops are planned by Danville Public Schools and Pittsylvania County Schools in fall 2016. A session in research-based planning practices was hosted in summer 2016 by Averett for Danville Public Schools’ teachers and Averett students. Appendix Item 45 provides meeting minutes and documentation for the Advisory Board.

Averett collaborates with partner school divisions to place preservice teachers and evaluations of candidates are collected from the mentor teachers. Partnership Matrices and evaluations were provided in the evidence box and Appendix Item 15.

Reinstituted in the Fall 2015, surveys are sent to completers who are in their first, third, and fifth years of teaching and to their principals. Dr. Davis reported the rate of response and items of interest noted by the survey responses during the February 18, 2016, department meeting. There is no evidence of how this feedback led to any discussion or has been used to inform departmental decisions or changes. Department meeting minutes (Appendix Items 40 and 41) show a lack of active involvement in using data to shape departmental decisions. An excerpt taken from Education Department minutes (Appendix Item 41) document that many observations and suggestions are made regarding changes but no documentation is available to verify that changes occurred or discussion of the impact of these changes on the program.

Education Department collaboration also occurs through providing professional development (Appendix Item 35) to the Carrington Autism Resource Center which serves families and

professionals who seek assistance and resources concerning autism. This facility provides services to surrounding school systems in the Danville area and is housed on the second floor in the Averett University Library. There is currently limited funding for this program since grant funding for this program has lapsed.

***d. Policies and practices of the Professional Education Program are nondiscriminatory and guarantee due process to faculty and candidates.***

The policies and practices of the Professional Education Program are consistent with those of Averett University. These policies and practices, outlined in the *Faculty Handbook*, are nondiscriminatory and guarantee due process to faculty and candidates.

***2. The Professional Education Program has adequate resources to offer quality programs that reflect the mission of the Professional Education Program and support teaching and scholarship by faculty and candidates.***

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

***a. The size of the Professional Education Program, the number of candidates and the number of faculty, administrators, clerical and technical support staff support the consistent delivery and quality of each program offered.***

The professional undergraduate education program offered on campus has four full-time faculty members and three adjuncts. The program serves an average of 14 completers each year (based on records from 2010-11 to 2014-15; see chart below from page 5 of the *Institutional Report*). The M.Ed. Graduate and Professional Studies program has 32 part-time adjuncts in their instructional pool. Each teaching cohort uses an average of 12 adjuncts for the 12 courses in the program. This program is under the supervision of the Education Department Chair and the Program Director. There is an average of 6.4 completers each year in this division (based on records from 2010-11 to 2014-15; see the following chart which is provided on page 5 of *Institutional Report*). The Education Department Chair is also the Director of Teacher Education and has teaching responsibilities as well as serving in an administrative role. The department has a full-time year-round administrative assistant, and the department is provided technical support by the Office of Institutional Research and the Instructional Technology Department. Adequate resources are available to support the size of the program offered; however, the large number of adjuncts used for the M.Ed. programs seems to indicate a programmatic weakness.

*Averett University*  
*Number of Graduates by Endorsement Program*

| Endorsement Program   | 10-11     | 11-12     | 12-13     | 13-14     | 14-15     | Level                  |
|---|-----------|-----------|-----------|-----------|-----------|------------------------|
| Visual Art PK-12  | 0         | 0         | 0         | 2         | 2         | Undergraduate          |
| Biology 6-12  | 0         | 0         | 0         | 0         | 0         | Undergraduate          |
| Chemistry 6-12  | 0         | 0         | 0         | 0         | 0         | Undergraduate          |
| Computer Science  | 0         | 0         | 0         | 0         | 0         | Undergraduate          |
| Elementary Education PK-6 (Liberal Studies with Teaching Licensure) | 6         | 5         | 5         | 10        | 11        | Undergraduate          |
| English 6-12  | 1         | 2         | 1         | 1         | 1         | Undergraduate          |
| Health and Physical Education PK-12                                 | 3         | 2         | 3         | 2         | 0         | Undergraduate          |
| History/Social Science 6-12   | 2         | 1         | 1         | 1         | 2         | Undergraduate          |
| Journalism  | 0         | 0         | 0         | 0         | 0         | Undergraduate Add-on   |
| Mathematics 6-12  | 2         | 0         | 2         | 2         | 0         | Undergraduate          |
| Speech Communication  | 0         | 0         | 0         | 0         | 0         | Undergraduate Add-on   |
| Theatre Arts PK-12  | 0         | 0         | 0         | 0         | 0         | Undergraduate          |
| <b>Total</b>  | <b>14</b> | <b>10</b> | <b>12</b> | <b>18</b> | <b>16</b> | <b>Grand Total: 70</b> |
| Art PK-12   | 1         | 0         | 1         | 0         | 1         | Graduate               |
| Biology 6-12  | 2         | 0         | 0         | 0         | 0         | Graduate               |
| Chemistry 6-12  | 0         | 0         | 0         | 0         | 0         | Graduate               |
| Computer Science  | 0         | 0         | 0         | 0         | 0         | Graduate               |
| Elementary Education PK-6   | 1         | 2         | 0         | 0         | 0         | Graduate               |
| English 6-12  | 0         | 0         | 1         | 0         | 1         | Graduate               |
| Health and Physical Education K-12                                  | 0         | 0         | 1         | 0         | 3         | Graduate               |
| History/Social Science 6-12   | 0         | 0         | 0         | 0         | 1         | Graduate               |
| Learning Disabilities K-12  | 0         | 0         | 2         | 1         | 2         | Graduate               |
| Mathematics 6-12  | 1         | 1         | 0         | 1         | 1         | Graduate               |
| Reading Specialist  | 1         | 6         | 0         | 1         | 0         | Graduate               |
| Theatre Arts PK-12  | 0         | 0         | 0         | 0         | 0         | Graduate               |
| <b>Total</b>  | <b>6</b>  | <b>9</b>  | <b>5</b>  | <b>3</b>  | <b>9</b>  | <b>Grand Total: 32</b> |

***b. Facilities, equipment, technology and other budgetary resources are sufficient for the operation and accountability of the Professional Education Program.***

The Averett University Education Department Chair and the administrative assistant moved to a new location on campus in May 2016. The new office provided a secured location for student file storage. Other education faculty offices and the adjunct area are located on other floors in Frith and Danville Halls. Nearly all education classes are taught in Frith Hall with classroom 106 and a storage area used almost exclusively by the education faculty. Frith 106 is equipped with SmartBoard technology, a Smart TV, iPad cart, an ELMO, sink and two one-way mirrors.

The candidates have access to computer labs in Frith Hall, as well as, the University Student Success Center and Library. All university computer labs have a teaching terminal and 20-plus computers and a printer for classroom use. Budgetary resource allocation decisions surrounding equipment and technology are discussed and made at department meetings. On-site interviews

with the university president and education faculty confirm this department level decision process. Adjunct faculty also can request items for instructional needs. All education faculty and staff have access to adequate office technology (a copy machine with fax, computers and printers).

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

The Professional Education Program has been allocated resources by Averett University to meet its anticipated outcomes. The annual budgets for the undergraduate program is at or above the funding level for other programs on campus and is often supplemented beyond the funding levels in response to needs and requests of the department as confirmed during on-site interviews with the Chair of the Education Department. M. Ed. (graduate) level funding was not addressed in the *Institutional Report*. No evidence was provided regarding resources allocated for individual programs at the M.Ed. level. The University Library also has extensive holdings and provides allocations for ordering new materials as needed for both the graduate and undergraduate programs. Library resources and University funding by department are outlined in Institutional Report, Appendix Items 30 and 36.

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

Training in and access to education-related electronic information, video resources, computer hardware, software, related technologies and other similar resources for education faculty and candidates are offered and supported by Averett University's professional education department faculty and staff, librarians, computer center personnel and computer science faculty. The Instructional Technology Department is available to help faculty and students with any technology issues and to help acquire technology skills that are needed in various assignments incorporated throughout the degree programs.

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

As evidenced by an on-site tour of campus facilities and an on-site interview with the Chair of the Education Department, Averett University provides full-time faculty with office space and provides adjunct faculty with a work space in close proximity to the education full-time faculty and administrative assistant. The Chair of the Professional Education Department and the administrative assistant moved to a new location on campus in May of 2016. The new location provides a secure location for student files. Other education faculty and adjunct offices are located on other floors in Frith and Danville Halls.

All education faculty have access to a full-time administrative assistant, to office technology (a copy machine with fax, computers and printers) and to a storage area where teaching aids are available. The college ensures that the Professional Education Program can provide all full-time,

part-time and adjunct faculty with full Web and Internet access, telephones, and the teaching resources needed to ensure quality preparation for candidates.

**STANDARD 4**  
**Review of Team Findings Based on Evidence Presented**

**Recommendation for Standard 4: MET**

**Strengths:**

1. Adequate resources are provided for office facilities, access to technology, teaching aids, materials and program support.
2. A dedicated classroom for education methods classes is available.

**Weaknesses:**

1. No Dean or Interim Dean of Arts and Sciences on campus - The Dean would provide support to the Professional Education Program in the areas of education faculty selections, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for Professional Education Program activities.
2. Data from surveys to help make informed decisions for changes/improvements to the program are not systematically utilized. There is limited documentation of active involvement in using data to aid in policy making decisions and program changes. This will aid the program in designing a long-range plan that is regularly monitored to ensure the ongoing vitality of the Professional Education Programs as well as the future capacity of its physical facilities.
3. There are many department and university procedures and policies presented through interview or discussion with faculty and staff that would support the Professional Education Program in its mission, but there is little documented evidence where faculty input and the impact of changes to the program are evaluated and discussed. There is no clear formal documented evidence (only informal through interviews with faculty) of collaboration between liberal arts faculty in working on programmatic changes to align with Virginia Department of Education endorsement competency requirements and general major requirements.
4. The Advisory Board lacked organization and support from November 2010 to fall 2015; however, it was reorganized and is now operational. In 2015-2016, new partnership agreements were signed after a lapse in time. This Advisory Board and those in partnership with the department need to be consistently involved in providing input to support policy making and organizational changes to promote continuous program improvement.

# **Appendix B**

*Averett's Institutional Response to the  
Professional Education Program Review  
Team Report of Findings*



RECEIVED  
APR 13 2017

April 7, 2017

Dr. Joan Johnson, Ph.D.  
Director of Teacher Education  
Virginia Department of Education  
PO Box 2120  
Richmond, VA 23218-2120

RECEIVED  
APR 13 2017

Dear Dr. Johnson:

The Advisory Board on Teacher Education and Licensure (ABTEL) unanimously approved the visiting team's recommendation for Averett University's accreditation on March 20, 2017. A suggestion was made to document the Education Department's responses to the areas of weakness determined by the Professional Education Program Review Team in November 2016. The responses relative to the improvements and determinations that have been made since the site visit are explained in this letter.

## STANDARD 1

### Weakness

1. A lack of cohesiveness exists among the differing programs (undergraduate and graduate) and the standards addressed. In many cases, it is unclear how specific entry-level competencies are assessed, both in professional studies courses and content area courses required for licensure. At the time of the visit, some syllabi did not align with the competencies on the Virginia Department of Education matrices (such as Administration and Supervision, as well as, Driver Education). Some rubrics used for evaluation in certain professional studies classes, particularly the graduate courses in special education, were well written and clearly identified the knowledge, skills, and dispositions being assessed, while other courses used checklists that were more ambiguous. Rubrics that measure specific knowledge, skills, and dispositions appropriate to the developmental level of courses were not developed and used for all major projects. Inconsistent criteria were used to evaluate candidates in the student teaching experience; some evaluations had dispositions and content expertise as criteria; others did not. The candidates were evaluated by clinical educators and college supervisors on some InTASC Standards and not others. Some of the indicators may be different, depending on the nature of the licensure area (e.g. special education) but each evaluation for teacher licensure should include indicators for content area expertise; professionalism; dispositions; teacher planning, implementation, and reflection, in



addition to areas highlighted in the conceptual framework. No evaluation instrument for the final administration and supervision practicum was available at the time of the visit. Since many faculty are relatively new in the department, they are in the process of aligning all the programs with the standards, but the process is not yet complete.

## **Response**

1. A concerted effort began after the fall visit to improve the consistency and cohesiveness between the various undergraduate and graduate programs in addressing the standards. This effort will continue as the Education Department assimilates the new regulations throughout the program as syllabi and matrices will be realigned and revised. To facilitate and assure accuracy of this process, an educational consultant will be contracted to assist faculty and staff to complete the process by early fall 2017.

The M.Ed. Program for Administration and Supervision competencies has been aligned on the matrices. Education Department faculty and staff along with subject matter experts aligned the Faculty Instructional Guides and syllabi in agreement with endorsement competencies and assessments/assignments as recommended.

The Driver's Education syllabi and matrix references have been updated, corrected, submitted to the appropriate VDOE personnel, and approved.

Rubrics used for evaluation of assessments and projects continue to be reviewed, developed, and/or improved in M.Ed. programs for special education and administration and supervision, along with undergraduate professional studies courses.

To address inconsistent criteria and to evaluate candidates in the student teaching experiences for initial licensure, Education Department faculty and staff are reviewing documents to assure that updated InTASC Standards are aligned with competencies. Along with input from regional stakeholders, faculty and staff are revising evaluation documents for teacher licensure to include indicators for content area expertise, professionalism, dispositions, teacher planning, implementation, and reflection along with the critical concepts highlighted in the conceptual framework.

A School-Level Administrator Evaluation form for M.Ed. Administration and Supervision interns has been developed to assess candidates at the conclusion of the internship. As part of the process, the intern's mentor will also complete a summative evaluation. Data from evaluations will be disaggregated to determine strengths and weaknesses of the program.



The Education Department will implement the LiveText system for the collection of student work and reporting of data and analytics for course support, faculty management of learning experiences, and assessment activities, and the connection to learning outcomes and accreditation reporting. LiveText provides the ability for the development of interactive and customizable assignments that can be linked to local, state, and other accreditation standards and competencies. Student dashboards will enable students to meet deadlines, complete assignments, attach reflective observations, and add other academic, co-curricular, or professional exemplars to build personal portfolios for sharing with faculty, administrators, or potential employers.

### **Weakness**

2. There is a lack of evidence that program design, implementation, or evaluation has been developed in collaboration with stakeholders. However, the team was able to confirm that collaboration exist between the Professional Education Program and various stakeholders. Many surveys have been collected from various stakeholders, but it is unclear how that data have been used to make changes to the program. The Teacher Education Committee does not have regular meetings to discuss issues pertaining to the Professional Education Program. The Teacher Education Committee is underutilized and can be better used to solicit input from arts and sciences faculty on design and programmatic issues instead of solely vetting undergraduate licensure candidates.

### **Response**

The Education Department's undergraduate and graduate programs regularly collect and manually chart survey data of input from various stakeholders, but this process will migrate to an electronic format using SurveyMonkey which will facilitate data collection, aggregation, and disaggregation. Documentation of analysis, discussion, and communication relative to program improvement will be provided in regularly-scheduled Education Department meeting minutes, Teacher Education Committee minutes, Faculty Meeting minutes, and in small group meetings with Liberal Arts Faculty.

### **Weakness**

3. No formal records were found in student files to verify that they have had experience in diverse settings. Interviews indicate that faculty consider previous placements when requesting new placements to ensure diverse placements, but no formal process or record keeping exists on the student level. Also, placements in inclusive classrooms and with ESL students were not



formally documented.

### **Response**

The Education Department Faculty and Staff will collect and input school division and individual school-level diversity data into the LiveText system to track and correlate student experiences in diverse settings. Reports from the system will facilitate faculty and staff monitoring for all placements to insure exposure to inclusion classrooms with ESL and Title I schools. Each student's electronic record will contain information on all field experiences; furthermore, existing "paper" student records are being scanned into an online repository to facilitate organization.

### **Weakness**

4. Lack of evidence that a formal assessment system exists that would provide a systematic process for the implementation and evaluation of program outcomes and candidate skills.

### **Response**

In early fall 2017, the Education Department faculty and staff will work with an educational consultant to develop a formal electronic assessment procedure for undergraduate and graduate programs to provide a systematic process for the implementation and evaluation of program outcomes and candidate skills.

## **STANDARD 2**

### **Weakness**

1. The Administration and Supervision Program lacked evidence of the development of guidelines for candidates' mastery of competencies. No working portfolios, professional development portfolios, field experience logs, reflections, summaries, and faculty evaluations of field experiences were available at the time of the visit.

### **Response**

At the time of the site visit, students had not enrolled in the ED 691 Internship or the ED 622 Portfolio class. One cohort -W709 has completed ED 691 Internship – January 2 – March 12,



2017. Students in the ED 691 Internship have completed working portfolios and field experience logs. Students in this cohort are currently enrolled in the ED 622 Portfolio class and will have artifacts from this course. Students in the ED 691 – W743 will have completed the internship in April 2017. Professional development portfolios, field experience logs, reflections, summaries, and faculty evaluations of field experiences are placed in the student’s electronic file for program requirements.

### **Weakness**

2. The large percentage of faculty turnover for the Administration and Supervision program has negatively impacted all aspects of the program development and implementation.

### **Response**

Averett University experienced faculty turnover due to retirements and relocations out of state. A program director was hired in July 2017 and has direct authority and responsibility for all functions of the M.Ed. programs.

## **STANDARD 3**

### **Weakness**

The Education Department has a Department Chair; however, no dean has been identified for the Department. Professional education faculty members are not formally represented among University-level decision making and planning. Without a dean, the team is unsure if the Professional Education Program can ensure that the mission, goals, policies, and assignments are aligned and connected with the University.

### **Response**

Since becoming a University with a greater variety and complexity of programs with specialized accreditation, Averett has become a more complex entity that is better served by a division structure that will allow for greater faculty leadership and engagement to proactively meet the needs of the University.

Specific expectations for improvement with this model include:

- Nurturing faculty leaders in academic administrative posts who have a vision and investment in the University that is broader than individual departments;



- Strengthening faculty governance by making committee membership more representative of faculty through divisional representation on committees;
- Including faculty more in high level discussion and decisions through division chairs, especially for the purpose of strategic planning;
- Improving communication between faculty, and between faculty and administration;
- Decreasing the gap between faculty and administration by bringing division chairs into the management process and great decision making;
- Providing the VPAA with a manageable team to provide counsel and help making decisions of a broader academic nature;
- Nurturing faculty leadership, engagement, and responsibility through more active engagement with each other, other areas of the college, and with administration;
- Facilitating interdisciplinary and cooperative programming between cognate areas.

While a flat structure might have served Averett well in the past, the complexity of Averett University today calls for a more developed faculty leadership structure in the form of Divisions and Schools. This change will be implemented for the fall of 2017.

A program director was hired to work with various aspects of graduate programs. Program directors work with Division Chairs to ensure that the mission, goals, policies, and assignments are aligned and connected with the University. Program directors are responsible for program administration, and the oversight to all matters related to faculty effectiveness.

#### **STANDARD 4**

##### **Weakness**

1. No Dean or Interim Dean of Arts and Sciences on campus - The Dean would provide support to the Professional Education Program in the areas of education faculty selections, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for Professional Education Program activities.

3. There are many department and University procedures and policies presented through interview or discussion with faculty and staff that would support the Professional Education Program in its mission, but there is little documented evidence where faculty input and the impact of changes to the program are evaluated and discussed. There is no clear formal documented evidence (only informal through interviews with faculty) of collaboration between



liberal arts faculty in working on programmatic changes to align with Virginia Department of Education endorsement competency requirements and general major requirements.

## **Response**

Since becoming a University with a greater variety and complexity of programs with specialized accreditation, Averett has become a more complex entity that is better served by a division structure instead of identified deans that will allow for greater faculty leadership and engagement to proactively meet the needs of the University.

Specific expectations for improvement with this model include:

- Nurturing faculty leaders in academic administrative posts who have a vision and investment in the University that is broader than individual departments;
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### **Weakness**

2. Data from surveys to help make informed decisions for changes/improvements to the program are not systematically utilized. There is limited documentation of active involvement in using data to aid in policy making decisions and program changes. This will aid the program in designing a long-range plan that is regularly monitored to ensure the ongoing vitality of the Professional Education Programs as well as the future capacity of its physical facilities.

### **Response**

The Education Department will implement the LiveText system for the collection of student work and reporting of data and analytics for course support, faculty management of learning experiences, and assessment activities, and the connection to learning outcomes and accreditation reporting. LiveText provides the ability for the development of interactive and customizable assignments that can be linked to local, state, and other accreditation standards and competencies. Student dashboards help students to meet deadlines, complete assignments, attach reflective observations, and add other academic, co-curricular, or professional exemplars to build personal portfolios for sharing with faculty, administrators, or potential employers.

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### **Weakness**

4. The Advisory Board lacked organization and support from November 2010 to fall 2015; however, it was reorganized and is now operational. In 2015-2016, new partnership agreements were signed after a lapse in time. This Advisory Board and those in partnership with the department need to be consistently actively involved in giving input to help with policy making and organizational changes to support continuous program improvement.



## Response

The reactivated Education Advisory Board has developed collaborative relationships with regional partners in order to better meet the needs of the area school divisions and educational organizations. Since the fall of 2015, the Education Department has focused the discussions and consequent programmatic responses on the regional teacher shortage areas and the increasing impact of poverty on children and families. The Education Department sponsored three conferences dealing with diversity and poverty, one poverty simulation jointly sponsored with area Rotary Clubs, and five professional development activities for area educators and Averett students. At the request of two area school divisions, the Education Department is offering additional evening professional education courses to assist provisionally licensed teachers in completing their required classes. In addition, the Education Department will be providing graduate courses in the areas of reading and mathematics to enable teachers to strengthen their instructional skills.

Our next Advisory meeting in April 2017 will provide opportunities for discussion to identify and determine new initiatives for the 2017-18 school year.

Sincerely,

*Sue B. Davis*  
Sue B. Davis, Ed.D.

Division Chair  
Education Department  
Averett University