

Letter and Response from
Virginia Wesleyan University
(dated August 15, 2018)



VIRGINIA
WESLEYAN
UNIVERSITY

Office of the Provost & Vice President

August 15, 2018

Ms. Patty S. Pitts
Assistant Superintendent
and Director of Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

Dear Superintendent Pitts:

I enclose, as both hard copy and jump drive, Virginia Wesleyan's *Institutional Response* to the *Professional Education Program Review Team Report of Findings*, which describes the results of the on-site review conducted on February 5-8, 2018.

As we show in our *Response*, the *Review Team Report* already has led to significant, salutary changes in our Education Program. The University is grateful to the Review Team for its thoughtful assessment of our Program and for its very constructive guidance.

Please feel free to contact me or Dr. Malcolm Lively, Director of the Professional Education Program (757-455-3301) if you have questions about our *Response*.

Sincerely yours,

Timothy G. O'Rourke, Ph.D.

Enclosures

Virginia Wesleyan University's Institutional Response
to the
Professional Education Program Review Team Report of Findings
August 15, 2018

Timothy G. O'Rourke, Ph.D.
Provost and Vice President

Malcolm Lively, Ph.D.
Director of the Professional Education
Program & Associate Professor of Education

Virginia Wesleyan University (VWU) offers this Response to the *Professional Education Program Review Team Report of Findings*, in which the Review Team judged VWU's Educator Preparation Program (EPP) as having met Standards 1, 3, and 4 and as having "met minimally with significant weaknesses" Standard 2. As a result, the Review Team has recommended that VWU's Education Program be accredited with stipulations.

Virginia Wesleyan acknowledges with gratitude the Review Team's extensive work and what is, in general, a very thoughtful review of the VWU Education Program. Indeed, the Team in its *Report* offered useful suggestions for improving the Education Program. As we show below, the administration and faculty at VWU already are moving to implement the recommendations that appear under Standard 2, as well as those that fall under Standards 1, 3, and 4.

This Response focuses on the improvements that our Program has made since the Review Team visited our campus on February 5-8, 2018.¹ Much of the Response centers on Standard 2, to a large extent because the Review Team found "significant weaknesses" in aspects of the Program assessed under that standard.²

Without contesting the Review Team's view that "significant weaknesses" existed in February, we strongly believe that the steps that the Program has taken since the on-site visit have greatly remediated those weaknesses. We already have developed and put in place a new "VWU Teacher Education Assessment Plan," which improves on program design (Standard 1), offers a more robust and precise system of data collection on candidates' performance (Standard 2), facilitates greater cooperation among Education faculty and their VWU faculty and staff colleagues (Standard 3), and constitutes a major component of a long-term strategy for advancement of the Program (Standard 4).

¹ In preparation for the Review Team's visit, VWU's EPP prepared the *Institutional Report* that, with appendices, comprised well over 1600 pages. Various other materials in the on-campus and hotel evidence rooms added hundreds more pages to this total.

² The four standards comprise 54 numbered and lettered subsidiary standards (numbered subsidiary standards are counted when there are no letters; where there are lettered subsidiary standards, only the letters are counted). The Review Team found that VWU's EPP met 51 of the 54 these subsidiary standards, including 9 of 12 under Standard 2. Although the Team determined we met only 2 of 5 subsidiary standards under Standard 2.2, we show in the narrative below that the Review Team overlooked important evidence with respect to 2.2.c (please see pp. 6 and 8 below). Moreover, VWU has taken firm steps to address the deficiencies identified under 2.2.b, 2.2.c, and 2.2.e.

The Assessment Plan is set out in Appendix A.

While VWU's Teacher Education Program has moved to address concerns raised by the Review Team, it has continued to advance pioneering initiatives that have won plaudits from the Hampton Roads educational community. One such example is the Downstream Collaborative Project. Forming a partnership with the Virginia Beach City Public Schools Division of Teaching and Learning and Alanton Elementary School, VWU Education Professor William McConnell launched the project in fall 2017 in order to give elementary students field-based experiences focused on environmental education. During the spring 2018 semester VWU students enrolled in Dr. McConnell's INST 203 course (Applied Technology for Innovative Teaching) video-blogged with fourth-grade students from Alanton Elementary on various SOL-related environmental topics, and then hosted 110 fourth-grade students on a field trip to the VWU campus on April 27, 2018, (during Earth Week) for an interactive Meaningful Watershed Educational Experience (MWEE). The field trip included two interactive sessions lasting 1.5 hours each. VWU scientists, STEM education experts, and VWU teacher candidates, science majors, and undergraduate researchers led the fourth-grade students in multiple hands-on learning activities.³ (Please see the full description in Appendix D).

Reflecting on the success of this spring's Downstream Collaborative Project, Virginia Beach City Public Schools contacted Dr. McConnell in mid-August 2018 to determine if VWU could offer an expanded version of the Project for the 2018-19 school year. The expanded MWEE would include fourth-grade students from multiple Virginia Beach public schools and involve Virginia Beach high school students participating in the Teachers for Tomorrow pre-professional program as station facilitators. Preliminary discussions have determined that VWU can host two MWEE events during the 2018/19 school year, one this fall and one in spring 2019. VWU teacher candidates from three undergraduate courses related to technology (INST 203), literacy (EDUC 320), and classroom management (EDUC 366), and one graduate content literacy course (EDUC 550) will be actively involved in assisting Dr. McConnell with teaching and working with these young students.

In light of the improvements already made or in progress and a strong record of innovative engagement in the Hampton Roads community—of which the Downstream Collaborative is but one example—we submit that Virginia Wesleyan University's Teacher Education Program should be judged as meeting all four standards without stipulations.

In the pages that follow, we discuss briefly the Review Team's findings on each of the four standards and explain the changes that we have put in place in response to the Team's recommendations. We begin with the three standards (1, 3, and 4) on which the Team viewed VWU as fully compliant, even as we identify improvements adopted in recent months. Then we turn to a discussion of Standard 2, emphasizing the changes that we have implemented to address the Review Team's critique.

³ Additional examples of VWU's innovative outreach to primary and secondary students include multiple summer programs: (1) the Virginia Wesleyan Environmental Institute Summer Scholars program, for students in grades 8-10; (2) the Environmental Explorers Program, a collaborative program with YMCA Camp Red Feather involving VWU elementary teacher candidates in developing and implementing curriculum related to robotics, coding, and environmental science for elementary-aged children; and (3) four Tidewater Collegiate Academy (lab school) camps taught by our MAEd candidates. VWU faculty, teacher candidates, and the approximately 150 preK-12 students in attendance benefited from \$45,000 in foundation and donor support.

Standard 1: Program Design

The Review Team found that VWU's EPP meets Standard 1, which stipulates, "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." Moreover, the Review Team judged that the Virginia Wesleyan Program meets each of 13 specific numbered and lettered subsidiary standards that fall under Standard 1 (*Review Team Report*, pp. 9-17).

In summarizing its evaluation under Standard 1, the Review Team commended the EPP's "conceptual framework," noting that it "was collaboratively developed and accurately represents the program's focus on content and professional studies coursework as well as intentional, integrated field experiences that prepare students to practice in settings with students of diverse abilities and backgrounds." The Review Team further observed, "The EPP has developed and maintained excellent relationships with school and community partners that are mutually beneficial for VWU faculty, VWU students, local schools, local teachers, and local PreK-12 students" (*Team Report*, pp. 16-17).

In praising "partnerships" as "an area of particular strength," the Review Team expressed concern that "the advisory boards are not codified in any formal manner; there is no documented mission or purpose of either of the advisory boards, nor is there any statement about how members are selected, terms/lengths/expectations of service, leadership roles (if applicable), purpose/mission, schedule of meetings, etc." (*Team Report*, p. 17).

Since the Review Team offered this commentary, VWU's EPP already has:

- developed a mission statement for each advisory board;
- prepared a set of by-laws to govern the selection, organization, and operation of each board;
- set out a procedure according to which the boards, in their meetings this fall, will formally adopt mission statements and by-laws; and
- formulated, as noted above, the "VWU Teacher Education Assessment Plan," which provides for, among other features, more systematic cooperation among Education faculty, liberal arts faculty, VWU staff, and community advisory groups (please see Appendix A).

Standard 3: Faculty in Professional Educational Programs

The Review Team determined that VWU's EPP meets Standard 3, which provides, "Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning." The Review Team judged that the Virginia Wesleyan EPP meets each of the 20 specific numbered and lettered subsidiary standards under Standard 3 (*Team Report*, pp. 26-36).

According to the Review Team:

Faculty in the [VWU] 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 PreKindergarten-12 settings; and are actively engaged in a variety of community and civic organizations (*Team Report*, pp. 36).

In its summative evaluation under Standard 3, the Review Team offered two modest criticisms, noting (1) that there was an absence of formal evidence of collaboration between liberal arts faculty in working on programmatic changes to align with Virginia Board of Education endorsement competency requirements and general major requirements"; and (2) there was no "systematic group meeting of cross-discipline committee or advisory board to support best practices in program evaluate and continuous improvement" (*Team Report*, p. 36).

Virginia Wesleyan notes, in response to both concerns, that the Director of the Education Program is a member of the Educational Programs Commission, which as the University's curriculum committee meets on a fortnightly basis during the regular academic year. The 15-member Commission during the past year has included, among others, faculty representatives from Art, English, History, Mathematics, Music—all of the five secondary endorsement areas that have produced graduates of the Education Program in recent years. EPC is responsible for reviewing and approving new majors, new courses, and changes to existing courses and, therefore, is often a venue for meaningful discussions about the relationship between the Education Program on the one hand and other majors and general education on the other. EPC maintains careful records of its meetings and reports to the monthly meetings of the Faculty Assembly, which includes all Wesleyan faculty.

While EPC fosters collaboration between Education faculty and their liberal arts colleagues, Virginia Wesleyan agrees with the Review Team on the need for a faculty advisory board designed specifically to address "best practices in program evaluation and continuous improvement." To that end, VWU's Education Program is setting in place a formal Cross-Disciplinary (Faculty) Advisory Board (CAB), for which by-laws establishing the purpose and selection of members already have been drafted. CAB will have at least two members from each of the three schools that have some content connection to the program and two members from other programs that respond to external accreditors. The first CAB meeting will occur in October 2018 after the fall 2018 CAEP (Council for the Accreditation of Educator Preparation) Conference.

Standard 4: Governance and Capacity

The Review Team found that VWU's Education Program meets Standard 4, which states, "The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards." The Team also judged VWU's EPP as satisfying each of the nine specific numbered and lettered subsidiary standards under Standard 4 ((*Review Team Report*, pp. 36-40).

In its concluding section on this standard, the Review Team observed, "The institution provides training and access to education-related electronic information, video resources, software, related technologies, and other similar resources to higher education faculty and candidates." The Review Team expressed concern that VWU's "Educator Preparation Program lacks a systematic process for long-range plan development and monitoring to ensure the ongoing vitality of the professional education programs as well as the future capacity of the education program's physical facilities" (*Team Report*, p. 40).

In response to this concern, Virginia Wesleyan already has set in motion a process for producing and assessing a new strategic plan. Completion of the *Institutional Report* in late fall 2017 and the subsequent on-site review in February 2018 provided the Program with the opportunity to engage Education and other VWU faculty, as well as external advisory groups in formative discussions on the future direction of the Program. The *Institutional Report* (pp. 76-82) includes a long-range plan covering the period 2015-25. Building on the newly adopted vision ("To offer teacher candidates a premiere and unique educational experience meant to prepare confident and effective educators to meet the diverse needs of today's pre-K-12 students"), Education faculty will meet with other University faculty and partner advisory groups during fall 2018 in order to revise the plan and to:

- identify "Critical Success Factors," which are those goals that are essential to achieving the mission of VWU's Teacher Education Program;
- estimate what resources—in terms of personnel, facilities, and operational dollars--will be needed to achieve these essential goals and to communicate with university administration regarding what is needed to acquire these resources;
- develop an implementation plan setting out who will do what according to a prescribed timetable; and
- establish a mechanism for periodic assessment of the plan.

Standard 2: Candidate Performance on Competencies for Endorsement Areas

The Review Team determined that Virginia Wesleyan's EPP "met minimally with stipulations" Standard 2, even though the EPP meets 9 of the 12 subsidiary standards under Standard 2 (*Team Report*, pp. 17-26). Standard 2 states, "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."

In its summary evaluation under this standard, the Review Team praised the University’s general education program as one that “enables and harnesses candidate’s interests in a wide range of courses while assuring candidates will receive a broad-based liberal arts education.” The Team also lauded the Tidewater Collegiate Academy, noting that “[c]andidates have the opportunity to work with a diverse population and gain valuable pre service teaching experiences.” The Team also noted that “[c]andidates at different stages of the teacher preparation program professed their unwavering support of the educational faculty,” pointing out “how supportive, caring, professional, and genuinely kind the education faculty is to everyone seeking teaching licensure” (*Team Report*, p. 26).”

Table 1: Data Analysis Techniques in VWU’s Educator Preparation Program

Data Source	Data Analysis (Explanation of Measures)
1. Grade Point Average	For each content area and for professional education courses, individuals’ scores are categorized by endorsement area and then associated with related competencies. We set the acceptable level of achievement at a “B,” then calculated the percentage of students scoring at a “B” or better. The percentages listed in the appendices reflect this calculation.
2. Course-Embedded Assignment Performance Assessments	Education Faculty employed both general and more specific InTASC rubrics to assess performance on course-embedded assignments. For the general rubrics, possible ratings spanned from 0-3. (0= Unacceptable / 1=Developing / 2= Acceptable / 3=Sophisticated) while the more specific rubrics spanned from (0-1= Unacceptable / 2=Developing / 3= Acceptable / 4=Sophisticated). The percentages of students scoring at an acceptable level or higher were calculated for each cohort for each InTASC standard.
3. Observational Performance Assessment	The VWU Observation Instrument was used to assess candidates’ performance in diverse teaching contexts. Possible ratings spanned from 0-4 for most years of its implementation. We normed prior scores to the contemporary format. (0= Unable to observe / 1=Unacceptable / 2= Developing / 3=Acceptable / 4=Exemplary) The percentages of students scoring at an acceptable level or higher were calculated for each cohort for each performance criterion.
4. Qualitative Description	At this time, most qualitative data are used to support or challenge other means of assessment. Qualitative analysis is relied on more heavily for the programs with fewer enrollees.
5. National and State Standardized Tests	For each cohort, we calculated the mean score on each standardized test. When possible, the data was disaggregated in order to relate data to specific competencies. In order for candidates to student teach, they must pass standardized tests required for their program. Thus, 100% of candidates that completed the program passed these tests.
6. Professional Education Modules	100% of candidates successfully completed these modules when they were required for admission at the time of their program completion. The Civics Module began in 2013, the Child Abuse/Neglect Module began in 2012, and we did not include data from the Dyslexia Module, which began in 2017 as a requirement for certification.
7. Annual Student Learning Assessment Report (SLAR)	A stand-alone internal report of program assessment and related program modification. This is a required, institutionally mandated report and is included in this report as a supplemental document.

In the judgment of the Review Team, VWU’s EPP fell short of full compliance under Standard 2 because “[t]he evidence submitted for Standards 2.2b, 2.2c, and 2.2e” was “insufficient to meet the standard. In all cases, evidence presented did not accurately match the criteria within the standard and the evidence provided was not sufficient or disaggregated to fully satisfy the elements of the standard” (*Team Report*, p. 26).

To be sure, Virginia Wesleyan’s Educator Preparation Program collects a massive amount of evidence in order to assess candidate performance. Table 1 above, reproduced from our *Institutional Report* (pp. 14-15), summarizes VWU’s “Data Analysis Techniques.” The Program drew upon these data sources in order to produce all of the tables that appear in the *Institutional Report* under Standard 2 (and elsewhere in the *Report*).

With regard to Standards 2.2b, 2.2c, and 2.2e, the Review Team identified three kinds of concerns with regard to VWU's presentation of data on candidate performance: (1) the data were not disaggregated by endorsement area; (2) the data were not disaggregated according to student performance on particular criteria or rubrics (e.g., course grades, as opposed to grades on particular assignments, were used to report student outcomes); and (3) VWU offered insufficient evidence on the ways in which student interns responded to and reflected upon the challenges presented by the real-life classroom experience. Table 2 summarizes these concerns, with page references to the *Review Team Report*.

Concern #1: Disaggregation of Data by Endorsement Area. VWU's EPP collects data for every endorsement area and could have provided evidence for each endorsement area had the Review Team had requested it. The *Institutional Report*, for subsidiary standards 2.2.b, 2.2.c, and 2.2.e, provides separate charts for elementary education, special education, and secondary education (see pp. 44-54, 55-58, *passim*), but did not disaggregate data for secondary education because the N for all years in this category ranges from 1 to 6 and only five secondary endorsement areas (Art, English, History and Social Science, Mathematics, and Music Education-Vocal/Choral) produced completers.⁴ In response to the Review Team's concern, going forward, the EPP will report data for all endorsement areas with enrollees.

Concern #2: Disaggregation of Data for Each Specific Element of the Subsidiary Standards. VWU's EPP has been collecting disaggregated data that speak to the specific elements or criteria within the relevant subsidiary standards; some of this evidence the Review Team overlooked.

With respect to 2.2.c, the *Team Report* states, "No data was provided on candidates' knowledge and skills related to teaching, planning, assessment, and reflection for secondary or special education endorsement programs" (*Team Report*, p. 24). To the contrary, Tables 2.2.c_2 through 2.2.c_6 of the *Institutional Report* (pp. 50-54) provide performance data disaggregated by these specific criteria.

Although we combined a few specific elements and reported them holistically, we did, in practice, collect data on the specific elements. For example, because we viewed the "selection and use of materials" as an aspect of planning and teaching, we folded this element into planning and teaching for tabular presentations, even though we assess selection and use of materials as a separate dimension. The Lesson Observation Form—which was available in the evidence room and referenced in the *Institutional Report*'s narrative (on p. 13) and reproduced in the Appendix (on p. 1140)—demonstrates that collected disaggregated data for the specific elements that align with the criteria of Standards 2.2.b, 2.2.c, and 2.2.e. Table 3 on p. 8 provides excerpts from this form.⁵

⁴ Although the Review Team Report (see pp. 22-24 under 2.2.b, 2.2.c, 2.2.d "Notes/Concerns") refers in several places to "middle level, foreign languages, and biology" endorsement areas (quoted at *Team Report*, p. 24), VWU had no completers in these areas.

⁵ During site-based experiences, we evaluate and document both student and candidate performance through related assignments and with feedback from school faculty, and/or facilitators, and/or by the accompanying faculty member. During practica, candidates are observed and assessed three times during the placement by the cooperating teacher and the methods course instructor. For pre-service (student) teaching, University Supervisors are assigned to each student teacher. Supervisors observe at least three lessons in each placement and provide prompt feedback to the candidate. Supervisors use the Lesson Observation Form to evaluate student teachers' performance.

Table 2: Review Team’s “Notes/Concerns” (abridged & reordered) for Standards 2.2.b, 2.2.c, & 2.2.e

<p>Standard</p>	<p>2.2.b. Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods/or teaching the content area, classroom and behavior management, selection and use of teaching materials, and evaluation of student performance.</p>	<p>2.2.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.</p>	<p>2.2.e. Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.</p>
<p>Concern #1 (Disaggregate Endorsement Areas)</p>	<p>“Tables 2.2.b_1 through 2.2b_5 show data from . . . elementary, secondary, and special education . . . and multiple years. Information is not available by specific endorsement areas.” “[R]eview cannot decipher progress of endorsements in middle level, foreign languages, biology, English, history and social sciences.” (Team Report, pp. 22-23)</p>	<p>“Data was not disaggregated for each endorsement area.” (p.24)</p>	<p>“Evidence was not disaggregated by endorsement areas.” (p.25)</p>
<p>Concern #2 (Disaggregation of Data for Each Specific Element of the Subsidiary Standards)</p>	<p>“Tables 2.2.b_1, 2.2.b_2, and 2.2.b_3 are confusing; . . . [the] data . . . do not address the specific parts of the standard.” “Tables do not address . . . ‘selection . . . of teaching materials.’” “In Table 2.2.b_1 methods are grouped together.” “Tables 2.2.b_1 - 2.2.b_3 group large portions of the standard into tables that are not sufficiently disaggregated.” “[For] Table 2.2.b_1 . . . reviewers were confused on how 60% of students scoring at a B or higher in . . . EDUC 330 . . . could be used to identify which part of the standard . . . is met.” “Tables 2.2.b_4 and 2.2.b_5 display the number of students who scored at or above an acceptable level. . . . It is not clear on whether the assessment measures the methods for teaching content or . . . teaching reading.” (p.23)</p>	<p>“No data was provided on candidates' knowledge and skills related to teaching, planning, assessment, and reflection for secondary or special education.” “Tables 2.2.c_2 shows general student achievement and lumps all components of the standard in one table.” (p. 24)</p>	<p>“Evidence is missing on the candidates' knowledge and skills related to teaching, planning, assessment, and reflection for special education and secondary levels.” (p.25)</p>
<p>Concern #3 (Insufficient Evidence of the Positive Effect on Student Learning during the Internship)</p>	<p>“Additional evidence is needed to support the evaluation of student learning while candidates are completing the internship.” (p.23)</p>	<p>“Additional evidence is needed on how candidates judge prior student learning and reflect on student performance (pre/post-tests).” “Sufficient evidence was not provided to document how candidates have a positive effect on student learning.” (p.24)</p>	<p>“Evidence is missing that would reflect candidates' analyses and use of various types of data to assess student learning.” “Tables 2.2.e_4 and 2.2.e_5 do not explain how the various types of data are used to plan and assess student learning.” (p.25)</p>
<p>Review Team’s Summary under Standard 2: “As noted in detail above, the evidence . . . does not accurately match the criteria within the standard, and . . . is not sufficient or disaggregated to fully satisfy the elements of the standard.” (p.26)</p>			

Table 3. Selected Performance Measures from Lesson Observation Form for Field Experience

Instructional Planning					
Plans lessons that align with local, state and national standards	4	3	2	1	0
Selects appropriate instructional strategies/activities aligned to instructional goals and responsive to diverse student needs	4	3	2	1	0
Selects appropriate materials/resources aligned to instructional goals and reflective of diverse perspectives	4	3	2	1	0
Instructional Delivery					
Maintains lesson tempo and pacing that is responsive to students' needs	4	3	2	1	0
Teaches based on planned lessons	4	3	2	1	0
Differentiates instruction based on students' needs	4	3	2	1	0
Uses motivational strategies to promote learning for all students	4	3	2	1	0
Engages students by asking questions to stimulate interest and deeper understanding	4	3	2	1	0
Uses effective instructional strategies and resources to meet learners' diverse needs	4	3	2	1	0
Uses instructional technology to enhance student learning	4	3	2	1	0
Effectively monitors student learning and adjusts instruction accordingly	4	3	2	1	0

Although we collected and reported on data disaggregated by performance criteria, we accept the Review Team's judgment that we can and must do a better job with respect to its Concern #2. Thus, we have moved with dispatch to remedy this deficiency. Beginning in fall 2018, we will collect, disaggregate, and clearly report all data and information by specific element within each substandard. For example, within substandard 2.2b, we will not combine methods of teaching in the content area and methods of teaching reading within the same table and narrative in the reports. Instead, we will create tables and narrative for each element separately and by endorsement area. Table 4 on the following page shows how we will disaggregate elements of Standards 2.2b, 2.2c, and 2.2e.

Table 4. Standard 2 Subheadings Unpacked for Data Collection, Analysis, and Reporting Purposes

Standard 2 subheadings	Standard 2 Subheadings Unpacked
Standard 2.2b Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods for teaching the content area, classroom and behavior management, selection and use of teaching materials, and evaluation of student performance.	Candidates demonstrate the ability to apply the principles of learning.
	Candidates demonstrate the ability to apply methods for teaching reading.
	Candidates demonstrate the ability to apply methods for teaching in the content area.
	Candidates demonstrate the ability to apply classroom and behavior management.
	Candidates demonstrate the ability to apply evaluation of student performance.
Standard 2.2c 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.	Candidates demonstrate the ability to have a positive effect on student learning.
	Candidates demonstrate the ability to have a positive effect on student learning through judging prior learning.
	Candidates demonstrate the ability to have a positive effect on student learning through planning instruction.
	Candidates demonstrate the ability to have a positive effect on student learning through teaching.
	Candidates demonstrate the ability to have a positive effect on student learning through assessing student performance.
	Candidates demonstrate the ability to have a positive effect on student learning through analyzing student performance.
	Candidates demonstrate the ability to have a positive effect on student learning through reflecting on student performance.
Standard 2.2e Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.	Candidates demonstrate the ability to analyze various types of student data.
	Candidates demonstrate the ability to analyze various types of student data to plan learning.
	Candidates demonstrate the ability to analyze various types of student data to assess learning.

As we describe in detail in Appendix A (“VWU Teacher Education Assessment Plan”), we have restructured our assessment practices using *Portfolium*⁶ and are employing newly- created rubrics for new or existing assignments. This revised approach will result in tables that are clear and cohesive. Table 4 illustrates the cohesive nature of the tables that will be produced.

⁶ *Portfolium* is a software platform that enables students to collect artifacts to satisfy both academic and employer demands; students receive a lifetime subscription to the software. Faculty members use *Portfolium* to review and grade assignments and to register students’ compliance with learning outcomes and accreditation standards. At VWU *Portfolium* is replacing *LiveText*, which was used almost exclusively within the Education Program. *Portfolium*, by contrast, is now used by about 40 percent of VWU students, a mere one year after its adoption. The widespread embrace of *Portfolium* by students and faculty will make it easier for the Education Program to improve on assessment protocols for courses within Education and the various endorsement areas.

Concern #3: Insufficient Evidence of the Positive Effect on Student Learning during the Internship Experience. Recognizing the validity of Concern #3, we have added an Impact Study assignment to our undergraduate education program in EDUC 366 – Curriculum Management and Teaching Strategies. This assignment will prepare students for the revised Student Teaching Impact Study during the internship experience, which is presented in detail in Appendix B. The revised Student Teaching Impact Study represents the prompt attention given to this expressed concern by our Coordinator of Clinical Experiences and our University Supervisors with whom she consulted.⁷ The Student Teaching Impact Study will require student teachers to administer pre- and post-tests and analyze their students' performance throughout a unit. The difference will be that our University Supervisors will be directly involved in guiding our student teachers toward an increased emphasis on the use of the pre-test data to plan for, reflect on, and modify instruction, and to make suggestions for further action on the concept(s) being taught. Additional emphasis will be placed on reflection related to analysis of post-test data, which will help student teachers to self-identify existing strengths and weaknesses, then create a professional development plan to improve in the areas identified.

Most importantly, the Student Teacher Impact Study will be assessed through the use of a newly developed rubric (please see Appendix C) aligned to both InTASC standards and Standard 2 competencies to provide compelling evidence of the positive effect that VWU student teachers have on preK-12 students' learning, and better document each candidates' ability to positively impact student learning, further enhancing candidate- and program-level assessment. As Appendices B & C show, the Student Teacher Impact Study and associated rubric address key competencies identified in Table 4 and in the Review Team Report. This assignment and its associated rubric provide a snapshot view of our assessment practices going forward. All assignments and assessments will be aligned to specific elements of both Virginia competencies and national (CAEP, InTASC) standards.

Summary and Conclusion

Virginia Wesleyan reiterates its gratitude to the Review Team for its thoughtful and thorough review of our Educator Preparation Program and for its insightful recommendations on ways to improve the Program. We believe that the steps already taken and firm plans going forward effectively respond to the Team's concerns. Thus, we submit that the VWU Education Preparation Program should be viewed as having met without stipulations all four of the state standards.

⁷ VWU's University Supervisors play an integral part in the student teaching experience, during which each serves as a liaison between the Teacher Education Program and the host public school. University Supervisors observe student teachers in action, confer with them after each observation, and meet with cooperating teachers to assess student teachers' progress. The revised Student Teaching Impact Study emerged from an on-campus retreat initiated by the Coordinator of Clinical Experiences during which the supervisors expressed a need for more precise guidelines for the Impact Study and the desire to be more involved in its implementation. We gratefully acknowledge Christopher Newport University's permission to use and adapt their materials to revise our own impact study and develop the rubric.

Appendix A

VWU TEACHER EDUCATION ASSESSMENT PLAN

The development and writing of the *Institutional Report*, required as a form of self-study prior to the February Review Team's visit, served to highlight areas in which we knew we were doing well and areas in which we must improve. Before and after the visit, Virginia Wesleyan University education faculty recognized the need for an improved *systematic* assessment plan that would allow for better tracking of candidate proficiency (performance) and program performance related to the Virginia teacher competencies as detailed in the *Regulations Governing the Review and Approval of Education Programs in Virginia*, the updated *InTASC Model Core Teaching Standards* (2017), and the CAEP (Council for the Accreditation of Educator Preparation) standards.

We believe this new assessment plan will assist us in addressing all concerns listed during the Review Team's visit. This more systematized approach enhances the involvement of VWU liberal arts faculty, program advisory boards, and other stakeholders in the Educator Preparation Program. Having all assignments assessed according to the same departmental In-TASC based rubrics on Portfolium will allow us to determine candidate and program growth and development vertically (through coursework) and longitudinally (over time). As part of the enhanced systemization of this process, data will be collected and reported to the Education Department every semester, allowing for more timely changes to program goals such that they continue to be documented and implemented in our courses.

In the paragraphs that follow, we (1) provide an overview of the plan, (2) detail its implementation to date, and (3) explain the specific steps to be taken in the weeks and months ahead.

1. Overview of the Plan

Demonstrating Candidates' Competency. Accreditors mandate that we provide opportunities for candidates to demonstrate their knowledge, skills, and dispositions related to state and national standards before they leave VWU. Working together, various members of Education Department faculty and staff collaborate with Institutional Research staff to develop, validate, and review assessment instruments, while collecting and analyzing data related to VWU teaching candidates' performance in each endorsement area. In particular, the aforementioned team will collect and analyze performance data for completers of each program each semester. The team will present findings at the beginning of each semester, compare results to past data and findings, discuss results and conclusions, discuss possible responses to the results, and delegate tasks relative to each response in an equitable manner.

Data Reliability and Validity. We have no power over the quality of mandated standardized tests or modules, but we are responsible for the quality of our internal rubrics, observational assessments, surveys, and the implementation of them. CAEP has provided many examples of quality rubrics via conferences and digital media published on the web. With these examples as a guide, we are developing our own rubrics. Trained faculty will review rubrics and link them to appropriate standards before implementation. Reliability of rubrics will be assessed using inter-

rater reliability calculations. We hope to obtain 80 percent consistency between raters and will modify the instrument until this level of consistency is reached. For internal surveys we will use the test/retest method to calculate reliability. We hope to achieve a Cronbach Alpha Coefficient greater than 70 percent and will modify the surveys to achieve this acceptable level of reliability.

Systematic Structure for Data Collection. In order to efficiently and effectively collect and analyze data, various faculty and staff must do their part to implement assessments and collect data in a systematic manner. It is also important that we use the expertise available within the department and the University to make this process as efficient and effective as possible. Technical staff will assist with the Portfolium program when needed, especially as we transition faculty, staff, and candidates to this new assessment and electronic portfolio system. Education staff will collect and analyze much of the candidate data that is not directly tied to courses. Institutional Research staff, in collaboration with education staff and the Director, will collect and analyze candidates' GPA by program each semester.

2. Implementation to Date

The faculty agreed last fall (2017) to move forward with Portfolium as the tool by which we assess program goals and outcomes. Professor William McConnell piloted several assignments to make sure the system was viable, reliable, and would provide us with the support and tools that we need to continue to improve in being a “culture of evidence” (CAEP Principle).

Faculty have met virtually with the Portfolium consultant, and Education staff will attend a video conference with the consultant in August 2018. The process is straightforward, and all assignments are done through and collected in Blackboard, VWU's learning management system. As a result, the transition has been very easy for professors, staff, and candidates. Using Blackboard as our learning management system also aids us greatly because almost all VWU faculty and our education adjuncts are familiar with and have been using Blackboard for some time, and the system is tied to VWU's student information system, Colleague, which automatically creates the courses, assigns the professors, and enrolls the students. The seamlessness between Blackboard and Portfolium also provides a great deal of additional helpful resources and support to both faculty and student users, an additional reason why we chose this system to take the next step.

In essence, rubrics already aligned to InTASC and state competencies will be available on the Portfolium system within Blackboard and education faculty will collect and grade all assignments via this platform. Our Coordinator of Accreditation, Data Collection, and Reporting, working with the Program Director, will collect data through this system based on elements described in this response.

3. Steps Underway

To ensure this plan is productive, a plan of action has been developed as detailed below.

1. The Director will arrange and participate in the Portfolium virtual meeting with the education coordinators (accreditation and placement personnel). Both staff members will read the handbook prior to this meeting so that they can bring any relevant questions to the meeting.
2. Prior to our fall faculty pre-session on August 24, 2018, staff will be given opportunities to pull an assignment from one of the MAEd Program summer courses on Blackboard and upload it to Portfolium. We will assess the assignment as an administrative team using the associated rubric on Portfolium. The team will address strengths and weaknesses of the process and will repeat the process using a different student's work.
3. Education faculty have identified the InTASC Standards that will be addressed in each of the summer graduate and fall undergraduate and graduate Education courses. A chart of this information will be completed for all courses in every endorsement area as well. After the chart has been completed, it will be shared with the faculty and made available on our Google Drive for easy access and reference for course planning and new course proposals.
4. Education faculty are in the process of identifying the assignments on Blackboard that address the required standards and will bring this information with us to the August department retreat for discussion. Upon agreement, these assignments will be added to a spreadsheet, posted to our Google Drive, and shared with adjuncts and pertinent stakeholders in our program.
5. The Coordinator of Field Experiences has updated required field-experience assignments and is in process of updating the student-teaching portfolio, to include how they will be assessed. These assignments and information have been vetted by our University Supervisors, who will take on greater responsibility in guiding our student teachers to complete these assignments, then will be assessing them along with the Coordinator to ensure reliability and validity. Assignments will be collected and assessed in Portfolium and LiveText for fall 2018 for students who are student teaching in fall 2018 and have been using LiveText for their entire time in the program, then in Portfolium only beginning spring 2019. Data resulting from these updated assignments and the portfolios will be made available on our Google Drive and collected in Portfolium.

As noted, by having all assignments assessed according to the same departmental InTASC-based rubrics on Portfolium, VWU's Education Program will be able to determine candidate and program development both vertically (through coursework) and longitudinally (over time).

Appendix B

STUDENT TEACHER IMPACT STUDY OVERVIEW

The student teacher impact study is the culminating project of your classroom experience.

The main goals of this assignment are:

1. To evaluate your ability to design and analyze assessments;
2. To provide an opportunity for you to evaluate and reflect upon your ability to impact student learning;
3. To provide an opportunity for you to produce evidence of student learning; and
4. To evaluate your ability to use assessment-based decisions to drive instruction.

Your Impact Study is submitted to your University Supervisor at the end of the student teaching experience.

- The final document should be typed on standard 8 ½ x 11” paper, submitted in a 3-ring binder, and uploaded into Livetext and Portfolium. Each item should be clearly identified/labeled. Tabulations and/or a Table of Contents are recommended.
- Student names should be removed from student work samples; pictures of students should have faces blurred or parental permission.

The Impact Study is worth __ points of your student teaching placement grade. Review the Impact Study Rubric carefully as you are putting your Impact Study together. All Impact Study components must be signed off by both the student teacher and the university supervisor.

STUDENT TEACHER IMPACT STUDY COMPONENTS

Required Components of the Impact Study:

1. Title Page

- Student Teaching Impact Study
- Your Name
- Semester ____ Year ____
- School Site _____ Division _____
- Grade Level and Subject(s) _____

2. Description of the Learning Environment

- a. Describe the school in one paragraph (name of district, demographic information, key information about the student body).
- b. Describe the students in the class included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, and physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) Write one to two paragraphs describing this class and your thoughts on how these demographics effect your instruction.

Due to University Supervisor on _____

3. Assessment of Student Learning

Provide evidence of formal and informal assessment of your students' performance to show that they have learned by including in your impact study:

- a. A **pre-test** to discover what students already know prior to your unit. Analyze the data and compile results in chart form by individual student and question (essential content/skill). Discuss the data/results in terms of what the results mean for your instruction. Based on your data, generate at least one specific learning goal (SMART goal) for your students.

A SMART goal is one that is:

Specific – is focused by content area and learners' needs

Measurable – uses an appropriate instrument/measure to assess the goal.

Appropriate – clearly related to the role and responsibilities of the teacher

Realistic – is attainable

Time-bound – is limited to the scope of the work sample unit

Examples:

During the instructional unit on _____, all students will improve their math problem-solving skills by 15% as measured by pre- and post-test data.

During the instruction unit on _____, ESL students in the lowest reading group level will improve their vocabulary skills by 15% as measured by pre- and post-test data.

During the instructional unit on _____, the percentage of all special needs students scoring in the proficient or "pass" category on the pretest will increase by 10% as measured by the post-test.

During the instructional unit on _____, all students will improve their performance by at least 15%, as measured by pre- and post-test data. Additionally, at least 90% of students will receive a passing score (75 or better) on the post-test.

Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test. **You will use the same pre-test as the post-test for your unit.**

****Initial pre-test due to supervisor for feedback by _____; due in final draft of impact study, but must be submitted to supervisor for preview prior to turning in final draft.**

- b. A **post-test instrument** (typically, a 'unit test') to discover what students know and can do at the end of the unit. This will be the SAME TEST as the pretest, but the question order will be rearranged. Compile the results and display them in chart form, comparing the pre-test data to the post-test data by student and question (three charts total). Based on the data, discuss what your students did/did not achieve, as well as their attainment on the SMART goals.

****Due in completed impact study, but implemented during unit. MUST be submitted to supervisor for preview before turning in the study.**

- c. Examples of student work from the culminating activity that demonstrate student performance on the actual assignment.

4. Planning for Instruction

- a. Review the subject/grade level curriculum guide to find out which topic and standards will be covered during your student-teaching time-frame. Choose a unit for your impact study. Begin collecting resources on that topic.

Due to university supervisor on _____

- b. Write a detailed unit plan, using the VWU lesson template. Include title of unit and length of unit, SOLs addressed, essential knowledge/skills, essential vocabulary, assessment/evaluation, materials, and a brief summary of activities.

Due to university supervisor on _____

- c. Complete the VWU lesson template. Include all elements of the template, including the SOLs, critical thinking skills to be addressed (refer to Bloom's Taxonomy). Address cultural and interdisciplinary connections, plans to integrate technology.

Due to university supervisor on _____

- d. Include at least (2) complete daily lesson plans from the unit, with accompanying materials and completed self-reflections. Select one plan from the beginning of the unit, and one at the end.

Due in final draft _____

5. Implementing Instruction

- a. Teach lessons from the unit. After each plan, reflect in writing on the effectiveness of the plan and your teaching, including how you assessed student learning. Include adaptations you will make to the plan in the future to maximize student learning.
- b. Provide evidence of effective implementation of instruction by including the following items:
 - 1. One observation evaluation by your cooperating teacher that verifies effective implementation of instruction based on one of the (2) lesson plans included in the work sample.
 - 2. One observation evaluation by your University Supervisor that verifies effective implementation based on one of the (2) lesson plans included in the work sample

****If possible, have the cooperating teacher and university supervisor observe the same lesson.**

Due in final draft of submitted impact study

6. Differentiation of Instruction

Select two students from your impact study class to examine during the course of the unit. One student should be a high-performer and the other should be a low-performer. Describe both students in terms of learning strengths and weaknesses, then explain how you differentiated instruction for them to meet their learning needs during this unit.

7. Reflection on Teaching Effectiveness (a) and Professional Development Plan (b)

- a. Reflect on the effectiveness of your instruction. Discuss how you plan to modify future instruction to better meet students' needs.
 - a1. Identify the degree to which your unit plan's essential skills, SMART goals, and lesson plan objectives were achieved.
 - a2. Identify the most successful classroom activity and the most unsuccessful activity.
 - a3. What would you do to improve student performance in this unit if you were to teach it again?
 - a4. Discuss your most significant insight about teaching this content/unit. Link this to theories you have learned about effective teaching.

- b. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or dispositions would improve your performance in the future.

- c. Set several specific goals for improving your teaching and discuss your plan for achieving them.

****Final impact study should be submitted in LiveText and Portfolium by _____**

Student Teacher Name: _____

Impact Study Item	Date of Submission, Initials	Supervisor Signature
Title Page		
Description of Learning Environment		
Planning for Instruction (Unit Plan & Planning Instruction)		
Minimum of (2) lesson plans		
Implementing Instruction		
Assessment of Student Learning		
Differentiation of Instruction		
Reflection on Teaching Effectiveness and Professional Development		

***** Your impact study should be assembled in the order listed above
 ***This sign-off sheet should be included as the last page of the study**

Appendix C

VWU Student Teaching Impact Study Evaluation Rubric

VWU TEP Goal 6. Student Learning

Develop candidates who are knowledgeable, reflective, and able to employ assessment strategies to collect and evaluate data to increase student learning.

Intern Name: _____

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing - 2	Emerging - 1 OR Not Evident- 0	Points Earned
1. Title Page	Title page includes all required elements and format reflects a professional appearance.	Title page includes all required elements, but format lacks a professional appearance.	Title page is missing a required element, but format reflects a professional appearance.	Title page is professional in appearance, but is missing > 1 required element (1); OR format does not reflect a professional appearance (0)	
2a and 2 b. Description of Learners and the Learning Environment	Description consists of a full, detailed explanation of the school site, student body, and class(es) taught.	Description includes relevant description of the school site, student body, and class(es) taught.	Description is incomplete and/or is missing key information or key demographic data.	Description is incomplete/absent or of poor quality.	
IntASC 1 f; 2 g, j, k	Demographic data is collected and incorporated into the description; includes narrative description of individual students within the class.	Demographic data is collected, is incorporated into the description of the school site and class as a whole; includes superficial description of individual students within the class.	Poor representation of the information or data. Very little or superficial description of individual students	Key information is missing, absent, or poorly described. Demographic data is missing, absent, or poorly described.	
VA 2.2.a – Ability to apply knowledge and skills related to development; language; technology; diversity					
VA 2.2e – Analyze and use various types of data				Little to no description of individual students	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing -2	Emerging - 1 OR Not Evident- 0	Points Earned
<p>3a 1. Assessment of Student Learning: Developing the Pre-Post-Tests</p> <p>INTASC 6 b, j, k, r, t, u, v</p> <p>VA 2.2b – Principles of learning, Selection and use of teaching materials, Evaluation of student performance</p> <p>VA 2.2.c – Judging prior learning, assessing</p> <p>VA 2.2.e – Assess learning</p>	<p>Candidate's pre/post assessment blueprint reveals alignment with learning standards and targets the specific level of Bloom's taxonomy within each standard.</p> <p>Assessment is appropriate for a diverse learning environment.</p> <p>Candidate incorporates multiple question formats while using effective questioning techniques as described in "Effective Questioning" handout.</p>	<p>Candidate's pre/post assessment blueprint reveals alignment with learning standards but a two or more of the questions did not target the specific level of Bloom's taxonomy within the associated standard.</p> <p>Assessment is appropriate for a diverse learning environment.</p> <p>Candidate incorporates multiple question formats while using effective questioning techniques as described in "Effective Questioning" handout.</p>	<p>Candidate's pre/post assessment blueprint reveals shallow alignment with learning standards, but more than half of the questions do not align to the level of Bloom's taxonomy.</p> <p>Assessment is inappropriate for a diverse learning environment.</p> <p>Candidate incorporates multiple question formats, but several of the questions were not effective as described in "Effective Questioning" handout.</p>	<p>I Candidate's pre/post assessment blueprint is incomplete or reveals no alignment with learning standards.</p> <p>Assessment is inappropriate for a diverse learning environment.</p> <p>Candidate incorporates only one question format, and/or many questions were confusing and ineffective as described by in "Effective Questioning" handout.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing -2	Emerging - 1 OR Not Evident- 0	Points Earned
<p>3a 2. Assessment of Student Learning: Informing Instruction – Pre-Assessment Data Analysis & SMART Goal</p> <p>INTASC 6 l, o, q, r, s, t, u, v</p> <p>VA 2.2b – Evaluation of student performance</p> <p>VA 2.2c – Judging student learning, assessing, analyzing, reflecting on student performance</p> <p>VA 2.2e – Analyze and use various types of data, plan, and assess learning</p>	<p>Candidate's pre-assessment data analysis identifies students performing at different levels on most standards.</p> <p>Candidate's analysis identifies areas of concern and areas where most students performed well for the entire class.</p> <p>SMART Goal is well-constructed, reasonable, and appropriate.</p> <p>Shows data is driving the instruction.</p>	<p>Candidate's pre-assessment data analysis identifies students performing at different levels on most associated standards, but was incomplete or combined for some substandards.</p> <p>Candidate's analysis identifies areas of concern and areas where most students performed well for the entire class.</p> <p>SMART Goal is well-constructed, and appropriate.</p>	<p>Candidate's pre-assessment data analysis identifies students performing at different levels on associated standards, but the analysis seems incomplete for some substandards.</p> <p>SMART Goal is not appropriate for the data collected.</p>	<p>Candidate's pre-assessment data analysis is faulty or incomplete.</p> <p>SMART Goal is not appropriate for the data collected.</p>	
<p>3d. Assessment of Student Learning: Student Work (Includes meaningful examples of assessed student work)</p>	<p>Work examples demonstrate meaningful assessment of student learning with relevant suggestions for improvement.</p>	<p>Work examples demonstrate meaningful assessment of student learning with few relevant suggestions for improvement.</p>	<p>Work examples may or may not demonstrate meaningful assessment of student learning and suggestions for improvement are generic or not relevant to assessed example.</p>	<p>Work examples may or may not demonstrate meaningful assessment of student learning and few suggestions for improvement are included.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing -2	Emerging - 1 OR Not Evident- 0	Points Earned
<p>4b/c. Planning for instruction: Unit plan, Implementing Instruction, Appropriateness related to Diversity, Interest-based</p> <p>InTASC 5 i, j, k, l; 7 a, d, i, j, k; 8 g, j, k, n</p> <p>VA 2.2.a – Ability to apply knowledge and skills related to development; language; technology; diversity</p> <p>VA 2.2.d – Ability to use educational technology to enhance student learning</p>	<p>Unit plan follows required format.</p> <p>Critical thinking plays a key role in the unit.</p> <p>Technology, cultural and interdisciplinary connections play a significant role and are clearly described.</p> <p>Plan clearly addresses diversity of students and is interest-based (interests are identified).</p>	<p>Unit plan follows required format.</p> <p>Critical thinking skills are addressed.</p> <p>Cultural, interdisciplinary, and technological connections are evident, but not significant or may not be clearly described.</p> <p>Plan does not clearly address diversity of students and/or is not clearly interest-based.</p>	<p>Unit plan does not follow the required format.</p> <p>Critical thinking skills are minimally addressed.</p> <p>Cultural and interdisciplinary connections, as well as technology, play a minor role or are inadequately integrated or described.</p> <p>Plan is not appropriate for diversity of students or their identified interests.</p>	<p>Unit plan does not follow the required format.</p> <p>Critical thinking skills are not addressed.</p> <p>Cultural and interdisciplinary connections, as well as technology, play a minor role or are not addressed.</p> <p>Diversity or interests not addressed or included.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing -2	Emerging - 1 OR Not Evident- 0	Points Earned
<p>4b. Assessment Planning within the Unit Plan</p> <p>INTASC 6 a, b, c, d, j, o, r, t</p> <p>VA 2.2b – Evaluation of student performance</p> <p>VA 2.2e – Plan and assess learning</p>	<p>Assessments within the unit include formative and summative strategies.</p> <p>Traditional and performance-based assessments are included and aligned to lesson objectives.</p> <p>Assessment data from instruments will provide a clear view of student performance that will drive further instruction.</p>	<p>Assessments for monitoring student progress toward meeting the lesson objectives are included.</p> <p>Assessments include formative and summative strategies that should allow for future lesson modification.</p>	<p>Assessments are included, but there are issues with alignment to the objectives of the lesson.</p> <p>Although assessments are included, it is not evident that they will be used to drive instruction.</p> <p>Data from the assessments may not provide an accurate view of students' performance on the learning standard.</p>	<p>Assessment plans and assessments themselves are minimal, are not appropriate, or are not included and/or are not relevant to the lesson.</p> <p>Data from assessments fail to provide teacher with an understanding of student learning related to the standard.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing -2	Emerging - 1 OR Not Evident- 0	Points Earned
<p>4c. Planning for Instruction: Lesson Plans</p> <p>InTASC 1 b; 5 m, p; 7 a, b, c, d, g, i, j, k, l, m 8 j</p> <p>VA 2.2b- Principles of learning, Selection and use of teaching materials</p>	<p>Lesson plans follow required format and include functional objectives.</p> <p>Higher-level thinking skills are integrated.</p> <p>All lesson activities address objectives, and promote knowledge/skill acquisition, and address individual learner progress (differentiation).</p> <p>The materials selected and used are diverse and creative, and planned activities are designed to promote active student engagement.</p>	<p>Lesson plans follow the required format and include functional objectives.</p> <p>Some attention to higher-level thinking skills is evident.</p> <p>All lesson activities address objectives.</p> <p>Majority of lesson activities are learner-centered and promote knowledge/skill acquisition.</p> <p>Some creativity in material design/selection is evident.</p> <p>Differentiation is evident.</p>	<p>Lesson plans follow required format, but are poorly developed.</p> <p>Some lesson objectives may not be functional.</p> <p>Higher-level thinking skills are minimally addressed or absent.</p> <p>Some lesson activities may not address objectives, and/or are not effective in promoting knowledge/skill acquisition.</p> <p>Instructional materials consist mainly of textbook and/or other commercially prepared materials, and may be inadequate to meet learner needs.</p>	<p>Lesson plans do not follow required format.</p> <p>Some lesson objectives may not be functional.</p> <p>Higher-level thinking skills are not addressed.</p> <p>Some lesson activities may not address objectives, and/or are not effective in promoting knowledge/skill acquisition.</p> <p>Instructional materials consist mainly of textbook and/or other commercially prepared materials, and may be inadequate to meet learner needs.</p> <p>No differentiation is evident.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing -2	Emerging - 1 OR Not Evident-0	Points Earned
<p>4c. Data use during lesson planning</p> <p>INTASC 6 c, g, h; 7 b, d, f, i, j, k, l, n, p, q; 8 a, b, p</p> <p>VA 2.2b – Principles of learning, methods for teaching in content area, methods for teaching reading, selection and use of teaching materials, evaluation of student performance.</p> <p>VA 2.2.c – Judging prior learning planning instruction, teaching</p> <p>VA 2.2e – Use data to plan and assess learning</p>	<p>It is clear that Candidate used pre-assessment data when formulating their lesson plans.</p> <p>Candidate prepares a brief, but sophisticated plan for differentiated instruction based on the data collected from pretest.</p> <p>It is evident that candidate used pretest data to allocate appropriate amounts and types of instruction to areas in which the entire class performed very well or quite poorly on during the pretest.</p>	<p>It is clear that Candidate used pre-assessment data when formulating their lesson plans.</p> <p>Candidate prepares a brief plan for differentiated instruction based on the data collected from pretest.</p> <p>It is not clearly evident that candidate used pretest data to allocate appropriate amounts and types of instruction to areas in which the entire class performed very well or quite poorly on during the pretest.</p>	<p>The Candidate used minimal pre-assessment data to assist in planning.</p> <p>Candidate prepares a broad and/or confusing plan for differentiated instruction loosely based on data collected from pretest.</p> <p>Candidate used minimal pretest data, and clearly does not allocate appropriate amounts and types of instruction to areas in which the entire class performed very well or quite poorly on during the pretest.</p>	<p>It is unclear that the candidate used pretest data to assist with plans.</p> <p>OR it is clear that no data was used in planning.</p> <p>OR data was used inappropriately to assist in planning.</p> <p>It is unclear that candidate used pretest data; does not allocate appropriate amounts and types of instruction to areas in which the entire class performed very well or quite poorly.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing -2	Emerging - 1 OR Not Evident- 0	Points Earned
<p>5a. Implementing Instruction: Self Evaluation/Lesson Reflections</p> <p>InTASC 6 o; 7 f, 1</p> <p>VA 2.2.c – Assessing, analyzing, and reflecting on student performance</p>	<p>Self-evaluations present a thorough analysis of positives and negatives of the lesson and offer a systematic plan for improvement of student achievement.</p>	<p>Self-evaluations are reflective, analyzing positive and negative aspects of lesson.</p> <p>Plan of improvement is evident, but not systematic or adequate to address the self-reflection aspects included.</p>	<p>Self-evaluations lack depth and detail and/or are superficial.</p> <p>Plan of improvement may or may not be evident, or may attribute lesson results to factors such as those perceived to be caused by students and/or cooperating teacher.</p>	<p>Self-evaluations lack depth and detail or are missing/absent. Those included are superficial.</p> <p>No meaningful plan of improvement of student achievement is evident, and/or attributes lesson results to factors such as those perceived to be caused by students and/or cooperating teacher.</p>	
<p>5b. Implementing Instruction: Evaluation by Supervisors/Coops is present and supports lesson plans.</p>	<p>Evaluation by supervisor and cooperating teacher is present and provides evidence of support for lesson plans taught.</p>	<p>Evaluation by supervisor and cooperating teacher is present, provides evidence of some support for lesson plans taught (e.g., few suggestions for improvement)</p>	<p>Evaluation by supervisor and cooperating teacher is present, provides evidence of some support for lesson plans taught, but includes multiple suggestions for improvement.</p>	<p>Evaluation by supervisor and cooperating teacher clearly does not provide support for lesson plans OR is not included in the final study (basis for 0 score)</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing - 2	Emerging - 1 OR Not Evident - 0	Points Earned
<p>6a. Differentiation Study: Using data to identify students' level of performance.</p> <p>InTASC 6 c, g, k, l</p> <p>VA 2.2b – Evaluation of student performance</p> <p>VA 2.2c – Judging student learning, assessing, analyzing, reflecting on student performance</p>	<p>It is clear that Candidate used pre-assessment data when identifying and describing the performance levels of the two students.</p>	<p>It is clear that Candidate used pre-assessment data when identifying and describing the performance levels of the two students</p> <p>Candidate prepares a brief but not appropriately detailed plan for differentiated instruction based on the data collected from pretest.</p>	<p>It is not clear that Candidate used pre-assessment data when identifying and describing the performance levels of the two students.</p> <p>OR The candidate did not accurately identify and/or describe the performance levels of these students.</p>	<p>It is clear that Candidate did not use appropriate pre-assessment data when identifying and/or failed to describe the performance levels of the two students.</p>	
<p>6a. Differentiation Study: Planning for differentiation.</p> <p>InTASC 1 b, e; 2 a, b, f, g; 6 g, k, l</p> <p>VA 2.2e – Analyze and use various types of data to plan, assess learning</p>	<p>Candidate prepares a brief but sophisticated plan for differentiated instruction for the two students based on the data collected from pretest.</p>	<p>Candidate prepares a brief but not appropriately detailed plan for differentiated instruction for the two students based on the data collected from pretest.</p>	<p>Candidate's plan for differentiated instruction lacks specificity or may be inappropriate for one student or is not based on the data collected from pretest.</p>	<p>Candidate's plan for differentiated instruction lacks specificity and clearly is not appropriate for either student and/or is not based on the data collected from pretest.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing - 2	Emerging - 1 OR Not Evident- 0	Points Earned
<p>7. Reflection: Post-Assessment Data Analysis & SMART Goal Reflection</p> <p>INTASC 6 l, o, q, r, s, t, u, v</p> <p>VA 2.2b – Evaluation of student performance.</p> <p>VA 2.2c – Performance on Smart Goal coupled with reflection measures all of this.</p> <p>VA 2.2e – Analyze and use various types of data; plan; and assess learning.</p>	<p>Candidate's post-assessment data analysis identifies students performing at different levels on associated standards and substandards.</p> <p>Post-Assessment analysis shows that students have met the SMART Goal.</p> <p>Reflection on data analysis describes strengths and weaknesses of instruction, provides keen ideas for modification of weak instruction, and describes appropriate plans for remediation based on data.</p>	<p>Candidate's post-assessment data analysis identifies students performing at different levels on associated standards.</p> <p>Post-Assessment analysis shows adequate progress toward SMART Goal.</p> <p>Reflection on data analysis describes strengths and weaknesses of instruction, provides brief ideas for modification of weak instruction, and describes appropriate plans for remediation based on data.</p>	<p>Candidate's post-assessment data analysis identifies students performing at different levels on associated standards, but the analysis seems incomplete for some substandards.</p> <p>Progress toward SMART goal is not analyzed appropriately or was not adequate.</p> <p>Reflection is shallow at best and does not adequately provide ideas for improvement.</p>	<p>Candidate's post-assessment data analysis is faulty or incomplete.</p> <p>SMART goal is not analyzed appropriately or at all.</p> <p>Reflection does not make sense in the context of data analysis or was not completed.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing - 2	Emerging - 1 OR Not Evident - 0	Points Earned
<p>7a 1-4. Reflection on Teaching Effectiveness</p> <p>InTASC 7 l; 9 c, g, h 10 t</p> <p>VA 2.2c – Judging student learning; assessing, analyzing, reflecting on student performance</p>	<p>a1. Reflection on teaching and student mastery of goals/objectives is detailed with insightful connections.</p> <p>a2. Discussion of most/least successful classroom activities is thoroughly and thoughtfully linked to teaching practices.</p> <p>a3. Proposes a systematic, effective plan for improving student performance based on assessment results of this study.</p> <p>a4. Commentary on the unit is based on theoretical principles and how they relate to and inform classroom practice</p>	<p>a1. Reflection upon teaching and student mastery of objectives is present and linked to goals/objectives.</p> <p>a2. Discussion of most/least successful classroom activities is present and linked to teaching practices.</p> <p>a3. Offers several effective ideas for improving student performance based on assessment results of this study.</p> <p>a4. Commentary reflects ability to link theory to practice.</p>	<p>a1. Reflection on teaching effectiveness is superficial, but linked to goals/objectives.</p> <p>a2. Minimal discussion of most/least successful classroom activity is present, and/or does not critically analyze teaching practices.</p> <p>a3. Ideas for improving student performance are inadequate and/or ineffective and may not be based on the results of the study.</p> <p>a4. Commentary on the unit demonstrates inability to link theory to practice.</p>	<p>a1. Reflection on teaching effectiveness is superficial; links to goals or objectives are few or inaccurate or missing.</p> <p>a2. No discussion of most/least successful classroom activity is present, and/or does not critically analyze teaching practices.</p> <p>a3. Ideas for improving student performance are inadequate, ineffective, and/or are not based on the results of the study.</p> <p>a4. Commentary on the unit demonstrates inability to link theory to practice or is absent.</p>	

Area to be assessed InTASC Standard; VA Standard	Exemplary - 4	Proficient - 3	Developing - 2	Emerging - 1 OR Not Evident- 0	Points Earned
7b 1-2. Professional Development Plan InTASC 7 ; 9 e, g, k, l, n 10 t VA 2.2c -- Judging student learning; assessing, analyzing, reflecting on student performance	Detailed, thoughtful reflection on own teaching preparation as well as personal biases and dispositions for teaching. Goals for future and personal strengths/weaknesses are identified and planned for.	Adequate reflection on teaching preparation and personal dispositions for teaching. Goals for future and personal strengths/weaknesses are identified, but a plan is not wholly articulated.	Inadequate reflection on teaching preparation and personal dispositions for teaching. Goals for future and personal strengths/weaknesses are not meaningful, and/or a plan is poorly articulated.	Inadequate reflection on teaching preparation and personal dispositions for teaching. Goals for future and personal strengths/weaknesses are not clearly identified or are missing, and/or a plan is not articulated.	

Raw Impact Study Score: _____

Appendix D

The Downstream Collaborative Project

Overview

The Downstream Collaborative Project was a partnership involving Virginia Wesleyan University, Virginia Beach City Public Schools Division of Teaching and Learning, and Alanton Elementary School in Virginia Beach. The collaboration began fall of 2017 in an effort to provide field-based experiences focused on environmental education, specifically meaningful watershed educational experiences (MWEs), to both elementary and university students.

Fourth-grade students from Alanton Elementary used various technologies to collect water quality data from local waterways including Wolfsnare Creek, Rudee Inlet, and Crab Creek, while students at VWU did the same with the Elizabeth River. Wesleyan Education students also learned effective methods of interdisciplinary teaching that incorporated innovative uses of instructional technologies. Collaborations across groups took place on an introductory video, a blog, a citizen science platform, a collaborative website, and during a culminating activity at VWU.

Within the K-12 Virginia Standards of Learning, Virginia rivers appear in both elementary and secondary science and social studies curricula. Specifically, the 2014 Chesapeake Bay Agreement Environmental Literacy Goal states: *Enable every student in the region to graduate with the knowledge and skills to act responsibly to protect and restore their local watershed.* This goal for K-12 students and the related K-12 Virginia Standards of Learning align with Virginia Wesleyan's vision and dedication to educate the next generation of Bay leaders. The opening of the state-of-the-art Greer Environmental Sciences Center and Wesleyan's recent acceptance of the coveted "Conservationist of the Year" award from the Chesapeake Bay Foundation, made Virginia Wesleyan a premiere location for the culminating experience of the Downstream Collaborative Project.

Introductory Video

In order to introduce the driving question for the project, VWU pre-service teachers developed an introductory video to send to Alanton. **"How can our choices and behaviors impact the health of our environment?"** This video was made available to Alanton teachers and students the week of March 26.

Blog

The blog served as an information-sharing platform where each group could share findings from the week related to the driving question. Each partner posted one entry each week starting in the week of March 26.

Citizen Science

The citizen science element of the project was designed to allow all partners to share and compare physical, biological, and chemical data related to environmental conditions across localities.

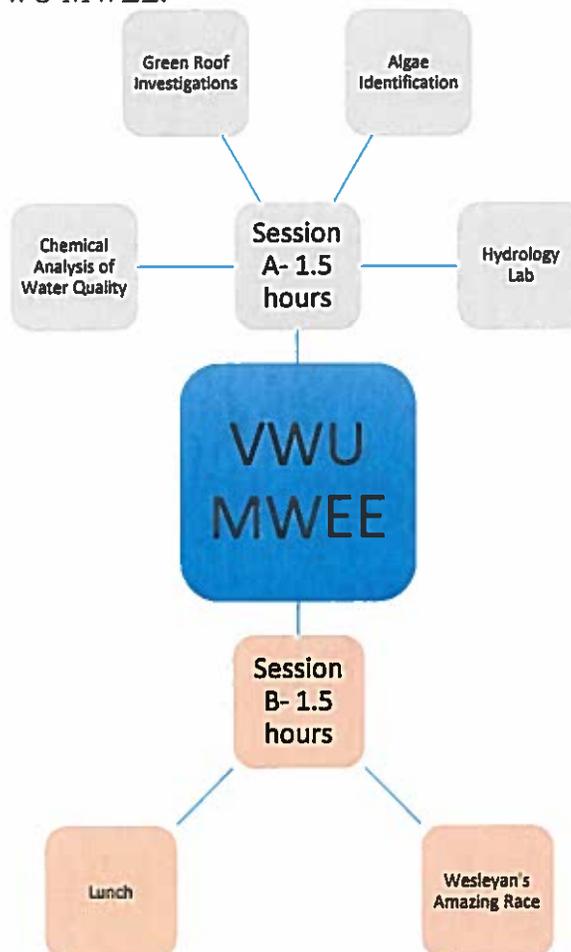
Website

The website housed all digital content described above. Additionally, VWU pre-service teachers developed related activities aligned to Virginia SOLs for Alanton's use. Alanton teachers were able to review, modify, or use these online activities with their students.

Culminating MWEE at VWU

Alanton 4th graders traveled to VWU on April 27 (during Earth Week) for an interactive Meaningful Watershed Educational Experience led by VWU scientists, STEM education experts, pre-service teachers, science majors, and undergraduate researchers. The MWEE included two interactive sessions lasting 1.5 hours each (10:00-11:30 & 11:30-1:00). Figure 1 provides a broad description of both sessions.

Figure 1. Structure of VWU MWEE.



Session A (10am to 11:20am & 11:30am-12:50pm)

Chemical Analysis of Water Quality (15 Minutes on the patio beside the storm water pond—Back of Greer—four small groups of 3): The session began with a connection to the driving question and then a related subquestion: “How do we know if this pond is healthy?” Students used chemical methods and a spectrometer to assess water quality. Models illustrating how nutrients arrive in ponds allowed students to answer the overarching question as well.

Specifics: Dr. Maury Howard (Chemist) led this station with VWU students (science majors and education students) to assist.

Algae Identification (15 Minutes in Greer room 209): The session began with a connection to the driving question and a brief discussion of current undergraduate research related to algae use in compost. Students collected algae from water samples using pipettes, and then used microscopes to try and ascertain the species of the algae. A discussion followed regarding current research regarding the use of this algae.

Specifics: Sherie Coleman, a recent VWU Biology graduate, led this station. Two science majors and two education students assisted K-12 students.

Green Roof Investigation (15 Minutes on the Green Roof): The session began with a connection to the driving question and a brief discussion of GESC roof design. The group of 12 students were then divided into three smaller groups to take various temperature readings at key points. Before data collection, students made predictions and discussed initial reasoning. After data was recorded, students discussed their findings.

Specifics: Dr. Elizabeth Malcolm (Environmental Scientist) and VWU science students and education students assisted with this station.

Hydrology Lab (15 Minutes Downstairs in Greer Hydrology Lab): The session began with a connection to the driving question and a brief discussion of what geographical/geological elements make up our shared watershed. Two demonstrations took place during this station that involved the augmented reality sandbox and the stream table. This session ended with a discussion about how we are always connected by the watershed we share.

Specifics: Dr. Katrina Henry (Hydrologist) and two VWU science majors and education students led this station.

Session B (10:00am-11:20am & 11:30am-12:50pm)

Wesleyan's Amazing Race (50 minutes): A one-minute introduction to the scavenger hunt described the goal of the activity and sent students on their way. This activity highlighted natural treasures on our campus as well as design features meant to protect the environment. VWU students were stationed at several “waypoints” to lead activities and answer questions. All groups met back at GESC at the required time (11:20am or 12:50pm). At this point, Alanton students engaged in a short discussion of the overarching question and how the waypoints helped to answer it. The waypoints and related activities are described below:

- *Beech Forest: (Path to Lake Taylor)* Students used the LeafSnap app to investigate trees in the Beech forest.
 - Hunter & Kiara—WIFI
- *Scavenger Hunt: (2nd floor breezeway in Greer)* Observation and discussion of how the building design benefits our environment.
 - Ashley and Asia
- *Journey of a Raindrop: (Front patio of Greer)* Discussion with a model of the path of water from the roof of the GESC to the Elizabeth River.
 - Sarah & Betty
- *Water Quality Measurements: (Lake Taylor)* Completed water quality measurement.
 - Harley & Kylie
- *Simulation: (Grassy area in front of Greer)* Students modeled a food chain with organisms affected by pollution.
 - Emma & Cam
- *The Recycling Game: (Grassy area closer to Batten)* Students raced to put correct items in the recycling bin
 - Megan & Jessica
- Four VWU students led four elementary groups around the campus:

Lunch Plan (30 minutes): Alanton students completing Session B ate lunch at 11:00am, while students completing Session B second ate lunch at 11:30. Students brought their own lunch and had a picnic in the area in front of Greer. Picnic blankets were encouraged.

The Logistics Plan (as implemented on April 27, 2018):

When busses arrive: All VWU students (Name Tags On) are out at bus lane by 9:45am to greet Alanton students (Name Tags On). Signs: “Welcome, Alanton Elementary!” AND “How do our choices and behaviors impact our environment?”

- Each Alanton Group will have two packets: one for Session A and one for Session B. These packets will allow for note taking and will guide their thinking throughout the session.
- VWU Students working in Session A By 9:45-- Session A sign nearest to Greer with 4 group signs arranged on the sidewalk.
- VWU Students working in Session B By 9:45-- Session B sign nearest to Greer with 4 group signs arranged on the sidewalk.
- When busses arrive, one VWU student per bus will board to greet Alanton students and teachers. They will then explain where students should go after exiting the busses.
- When all students are in the correct area. Group leaders will describe the session and direct groups to move to their first station while also stating expectations for behavior.

Session A: A chosen VWU student from each station will lead their group to the next station. For example, when the first group of Alanton students is finished with the hydrology station, one VWU student assigned to the hydrology station will lead that group to the next station. On the way to the next station, they will describe one design feature of the Greer Building that impacts the environment positively or a science lab and what goes on in that lab.

Session B: Each of the 4 Alanton groups will have one Education student describe the use of the GPS to find waypoints, or stations. Two Education students will be leading stations located at each waypoint. They will have a stamp for the packet of each group that completes the challenge at the station. The VWU student leading groups from place to place should take part in the activities if at all possible.

Lunch: VWU students working in Session B should direct Alanton students to lunch (in front of Greer) at the appropriate times. Trashcans should be available and easy to see, and VWU students will call Alanton students back intermittently to a cooler of popsicles. We would like VWU students to mingle and talk to Alanton students during lunch to discuss college life and what they have learned during this project so far. It is very important to have the both groups finished with lunch at the appropriate time 11:30 for the first group and 12:00 for the second.

Dismissal: At 12:50 all groups should assemble on the lawn in front of Greer for a group picture. There will be a brief statement regarding the Earth Week celebration and about the importance of collaborations like the one we have made here that focus on understanding our environment in order to improve its health and our future. We all live downstream!

VIRGINIA WESLEYAN
UNIVERSITY

INSTITUTIONAL REPORT
(excluding appendices)

December 1, 2017



VIRGINIA
WESLEYAN
UNIVERSITY

Instructions for navigating the Report:

The best way to view and navigate the PDF file is as follows:

1. Download the PDF file and save it on to your computer.
2. Open the saved document. As you read the narrative, you may click on a hyperlink to take you to supporting document.
3. When you want to return to the narrative, proceed as follows:

For PC users, right click and choose "Previous View," or use the ALT + Left Arrow keys. For MAC users, use the COMMAND + Left Arrow keys.

When reading multiple pages in the documents, you may return to the narrative by using ALT + Left Arrow function for each page you read (COMMAND + Left Arrow for MAC users). Note: you will have to click several times depending on the length of the document.

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Appendix 2-23 Work Sample of Web Quest from INST 203 found in Table 2.1 A.5 in Standard 2

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A. Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community. Indicators of the achievement of this standard shall include the following:

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

The conceptual framework (Appendix 1-1) for the Teacher Education Program was developed and updated beginning in the summer after the 2015-16 academic year and finalized in fall 2017. As part of the development of this conceptual framework, the education faculty approved an updated mission statement and philosophy statement (Appendix 1-2) that better capture what we have been doing following college-wide curriculum reform during the 2010-11 academic year and what we will do in the future as we anticipate the start of the new M.A.Ed. Program in Secondary and PreK-12 Education in summer 2018. The mission statement, philosophy statement, and the conceptual framework and new logo have been shared with stakeholder groups (e.g., candidates, principals, university supervisors, and program advisory councils).

Mission Statement

The mission of the Teacher Education Program at Virginia Wesleyan University is to prepare reflective, engaged teachers of good character willing to advance the cause of education and to cultivate and inspire a love of learning both in their students and within the communities they teach.

This mission is accomplished by providing rigorous academic and education course work, combined with multiple supervised field experiences that serve to develop the content and pedagogical knowledge necessary to teach successfully, to foster an appreciation for the richness of diverse cultures, and to value the worth and dignity of all individuals in the international community.

Philosophy of the VWU Teacher Education Program (Appendix 1-2)

WE learn.

The faculty contend that our candidates must see and experience the wonder in the human ability to learn¹ in order to understand teaching as a vocation. This is accomplished by preparing the hearts and minds of our candidates through rigorous content and education course work combined with multiple supervised field experiences, leading to development of the knowledge necessary to teach successfully and to appreciate the richness of diverse cultures.

WE do.

Building off John Dewey's notion that "we learn what we do," the faculty of the Teacher Education Program contend that all children can and do learn. Embracing both a social-constructivist and humanistic philosophy, we contend that good teachers, when prepared through a program that values both the science and art of teaching, can "cultivate the mind, the hand, the heart, and indeed the whole person" to elevate and prepare all children for the concrete challenges of life and a changing world.²

WE serve.

The Wesleyan heritage promotes a commitment to servant leadership within the University's faculty, staff, and students, a commitment embraced by the faculty, staff, and candidates of the Teacher Education Program to see and use education as a pathway to purposefully engage the needs of students of all cultures and value the worth and dignity of all individuals.

¹Emerson, R. W., in Hansen, 2008, p. 7.

²Hansen 2008 p 16

Goals of the VWU Teacher Education Program

1. Develop candidates who know their endorsement area content and are able to employ best practices in instruction of that content to all students.
 2. Develop candidates who are knowledgeable, reflective, and able to plan, provide, and differentiate instruction to meet the needs of all learners, to include culturally responsive teaching.
 3. Develop candidates who are knowledgeable, reflective, and able to employ effective behavior management strategies in the classroom and beyond.
 4. Develop candidates who are able to evaluate and reflect on professional responsibilities that enhance the profession, and are knowledgeable of current trends and issues in education.
 5. Develop candidates who are knowledgeable, reflective, and able to use instructional media and technology to enhance student learning.
 6. Develop candidate who are knowledgeable, reflective, and able to employ assessment strategies to collect and evaluate data to increase student learning.
 7. Develop candidates who possess good character and the dispositions to be successful, reflective teachers.
2. The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.

All education licensure programs at VWU are designed to include academic and professional studies course work and field experiences to prepare teacher candidates to be skillful, engaged, reflective entry-level educational professionals.

Because discipline-based knowledge is a prerequisite for effective teaching, the Education Program is grounded in a strong liberal arts curriculum characterized by the Program of General Studies “designed to teach students how to think integratively” through seven epistemological approaches, or frames for reference. These frames

“expose students to broad patterns of thought that explore how people seek to understand their world, their society, and themselves.”¹ All VWU students must complete at least one course in each of the University’s three academic schools. Candidates admitted to the Teacher Education Program leading to initial licensure

acquire content knowledge through the completion of endorsement area course work in the appropriate major. Newly developed program advising guides outline content and professional studies course work required for the endorsement area. Candidates enrolled in the undergraduate and the Fifth-year B.A./B.S. to M.A.Ed. programs leading to initial licensure complete endorsement area course work as part of their undergraduate degree program.

In addition to and in conjunction with academic and professional studies course work, candidates are also required to successfully complete on-site field experiences, practica, and pre-service teaching.

Students who entered VWU in fall 2016 and after will no longer complete the secondary education and preK-12 education initial licensure requirements as a component of the undergraduate degree. Candidates will enroll in the Fifth-year B.A./B.S. to M.A.Ed. programs leading to initial licensure starting in summer 2018. Academic course work will begin at the undergraduate level with licensure requirements completed as part of the M.A.Ed. course of study.

¹VWU Undergraduate Catalog 2017-18

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

As articulated in our philosophy, the faculty of Virginia Wesleyan University's Teacher Education Program contend that our candidates must see and experience the wonder in the human ability to learn in order to understand teaching as a vocation. This is accomplished by preparing the hearts and minds of our candidates through rigorous content and education course work combined with multiple supervised field experiences, leading to development of the knowledge necessary to teach successfully and to appreciate the richness of diverse cultures.

Grounded in best practice, the program design provides multiple opportunities for candidates to make critical connections between theory, practice, and reflection. Candidates in all programs are exposed to experiences in schools and other educational settings that drive home the importance of discipline-specific knowledge and an understanding of newly emerging teaching and learning skills and technologies required to be successful, reflective teachers who inspire a love of learning in the increasingly diverse classrooms and communities in which they serve.

Candidates use their research-based knowledge of learners and learning to promote positive outcomes for all students. Through course work and field-based experiences, candidates practice and demonstrate the utilization of their newly acquired skills in school settings. Candidates participate in professional learning communities by working with students, teachers and administrators. As part of the preparation to become reflective professionals, VWU candidates critically examine classroom/school experiences and purposes throughout their professional studies course work.

All endorsement area programs are designed to prepare professional educators who, as first-year teachers, can effectively perform their roles and meet their responsibilities in the public schools. The ultimate goal of VWU's Teacher Education Program is to ensure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Regulations Governing the Review and Approval of Education Programs in Virginia and become engaged, reflective teachers. Program design has also been guided by the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Danielson's seminal work, *Enhancing Professional Practice: A Framework for Teaching*, along with the updated Framework correlated with InTASC Standards found online, the Technology Standards for Instructional Personnel (TSIP), and the Virginia Standards of Learning.

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.

Multiple periods of transition occurred over the last seven years. They began with curriculum reform in the 2010-11 academic year; included the retirements of two key faculty members and the hiring of two new, outstanding educators between 2010 and 2015; the retirement of the College President and installation of the new president in Fall 2015; the retirement of the Director of Institutional Assessment in Fall 2016; and culminated with the announcement of university status beginning in fall 2017. The Director of the Education Program, with the support of the education faculty, began an analysis and review of existing policies, procedures, and the previous conceptual framework (2013) in spring 2015. Following that review, the Director, again with support from faculty, began the research to develop a new conceptual framework (Appendix 1-1) focused on encompassing all initial licensure programs offered, including the new M.A.Ed. Program in Secondary and PreK-12 Education. The new conceptual framework clearly articulates and communicates the current Teacher Education Program's philosophy, purposes, and learning outcomes, or goals, in preparing educators to work in P-12 schools. Draft segments were shared with education faculty, university colleagues, and other stakeholders, with the final version of the conceptual framework adopted by the education faculty in December 2017. The framework is graphically represented by a new logo depicting the program's philosophy

and four areas of emphasis that the education faculty see as essential to prepare successful teachers character, academic knowledge, professional knowledge, and field experience.

A renewed focus on collaboration with all stakeholders is evident over the last three years. While we have always engaged various stakeholders in matters relating to program design and improvement, the primary evidence of this renewed focus is not just the increase in the number, but the quality of partnerships. (Appendix 1-3) that education faculty have established since fall 2015. The addition of two new faculty members has changed the perspective toward and the purpose of our stakeholder collaborations. The Teacher Education Program is reformulating our advisory groups along more focused lines that have and will continue to contribute to the ongoing improvement of all programs. For example, an M.A.Ed Advisory Board was established, composed of educational professionals including teachers, central office personnel, and building administrators from the local schools and representing school systems throughout the region. This board met for the first time in late spring 2016 to provide input into the professional studies curriculum of the new program and will meet again in early December 2017 to vet syllabi for the professional studies courses before they go to our university's Education Programs Commission for approval. A new Elementary Advisory Board was formed and met in summer 2017 as part of a VWU Faculty Development Grant (Appendix 1-4) to reform our elementary education program in anticipation of the approval of the proposed Regulations and upcoming changes to VWU's Program of General Studies. The Faculty Advisory Board brings together academic faculty to discuss and provide input on matters related to the overall education program and the individual program majors. Because we are a small institution, many times we are able to meet with academic faculty members informally or in smaller groups to address program-specific concerns or questions. Our small size also allows education faculty to be frequently involved in committee and commission work throughout the university. This camaraderie allows the Education Program to respond quickly to new research or information and allows the majors to be more dynamic as we can incorporate and respond to faculty input and changes more easily. We are also continually in contact with faculty and staff in partner schools and school systems to gain input into program design, create new and responsive field-based experiences, and provide outreach activities for school partners throughout the region. Additionally, public school teachers and administrators, as well as university supervisors, have participated in the monitoring, implementation, and review of clinical experiences. We are also cognizant of the input of our candidates, who complete an evaluation of the program through our Completer Exit Survey at the conclusion of the student teaching semester.

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.

Faculty in the teacher education program frequently work collaboratively with and solicit input from partner colleagues in PreK-12 settings and academic faculty to develop, implement, or refine programs, courses, and activities to ensure that VWU candidates develop the essential entry-level competencies required for professional educators.

Across all programs, we monitor the academic and professional development of candidates and the acquisition of the knowledge bases, skills, and dispositions expected of public school professionals. Data is used to monitor candidates' progress from entry to exit. Annual analysis of the data through the Student Learning Assessment Report (SLAR) informs unit improvement of its programs, courses within programs, and field experiences.

Candidates enrolled in our teacher education programs acquire content knowledge through the completion of endorsement area content course work based on the competencies and endorsement requirements found in the Regulations Governing the Review and Approval of Education Programs in Virginia.

All candidates complete course work in professional knowledge designed to provide the candidate, in part, with the theoretical foundations of practice. Pre-admission course work includes study of the historical, social, economic, political, and philosophical foundations of education; the roles and responsibilities of professional educators; school governance and laws; human growth and development; and the innovative use of technology for teaching and learning. Once admitted to the program, the professional studies courses address learning theories and the use of research in teaching; diverse learners, learning, and learning environments; and appropriate literacy-related courses. The literacy courses are age-appropriate for the students with whom candidates in various programs will work. Technology competency development addressed in the pre-admission course continues to be integrated throughout the course work of each program area. Professional studies course work also provides pedagogical knowledge related to methodologies for teaching content to students at the age and grade level of the respective licensure area. Methods courses help candidates learn the foundations of curriculum, instruction, and evaluation as applied to decision-making during the phases of the teaching cycle: planning, implementation, and evaluation to include reflection. In assignments for these methods courses and accompanying clinical experiences, candidates demonstrate the ability to plan, structure, and organize lessons and units of study for the classroom. The culminating experience for initial licensure is pre-service teaching, during which candidates have the opportunity to apply their knowledge and skills in a classroom setting to impact student learning.

Fifth-Year B.A./B.S. to M.A.Ed. Program in Secondary and PreK-12 Education

The professional studies courses making up the M.A.Ed. curriculum include study of the historical, social, economic, political, and philosophical foundations of education; the roles and responsibilities of professional educators; school governance and laws; human growth and development to include cognition and learning; learning theories and the use of research in teaching; working with exceptional student populations including gifted; creating effective and adaptive learning environments for diverse learners; content area reading and writing; collaboration with families and communities; and creating a culture of evidence-based learning. The content pedagogy courses of the M.A.Ed. programs will include early and ongoing field-based experiences at our partner schools throughout the curriculum. These experiences are designed to help candidates learn methodologies for teaching content to students at the age and grade level of the respective licensure area and will involve university faculty, education faculty, and colleagues from the program's partner schools. Content methods courses help the candidate learn the foundations of curriculum, instruction, and evaluation as applied to using data during decision-making phases of the teaching cycle: planning, implementation, and evaluation to include reflection. In assignments for these methods courses and internship experiences, candidates will demonstrate the ability to plan, structure, and organize lessons and units of study for the classroom. The culminating experience for initial licensure is a 10-12 week supervised internship during which candidates will have the opportunity to apply their knowledge and skills in a classroom setting to impact student learning.

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

The VWU Teacher Education Program assesses attainment of the knowledge, skills, and dispositions of candidates in multiple ways. One way is through the successful completion of required course work and field-based experiences. All candidates are required to maintain an overall grade point average of at least 2.8 to remain in the program, as well as the required GPA in their content area major. Candidates earning a "C-" or lower in either pre-admission courses or professional studies courses must repeat the course and earn a higher grade to be admitted or to complete the respective program. Candidates are also required to successfully complete their field-based experiences. During the field experiences, initial licensure candidates are evaluated

on their abilities to apply their acquired knowledge and demonstrate their developing skills in an educational setting.

Candidates must also demonstrate content knowledge through achieving passing scores on the following standardized tests: Praxis Core (or meet SAT equivalent to waive); Praxis subject assessments; the Virginia Communication and Literacy Assessment (VCLA); and the Reading for Virginia Educators assessment for elementary preK-6 and special education: general curriculum K-12 candidates.

For students who wish to become candidates in the initial licensure M.A.Ed secondary and preK-12 education programs, assessment begins at entry. To gain admission, applications will be reviewed (GPA, Focus-2, essay, transcripts) to determine eligibility. All students wishing to be admitted to the M.A.Ed. program must also submit passing scores on Praxis Core or meet the SAT equivalent to waive Praxis Core, and submit a passing score on the appropriate Praxis subject assessment. Candidates in the M.A.Ed. program have until the end of the first summer to pass VCLA.

Candidate progress through all programs is monitored continuously on several levels: overall GPA, grades in courses, and internships. Candidates in the M.A.Ed. programs will demonstrate their pedagogical content knowledge through course assignments, such as action research, inquiry projects, case studies, integrated technology projects, and curriculum development/improvement projects. Key assessments used in the M.A.Ed. programs (e.g., research papers and critiques, personal philosophy of education, comprehensive examinations, and the action-research project) will provide evidence that candidates have broad knowledge of the education field and instructional approaches for the content they teach, and that they are able to integrate technology meaningfully into their teaching.

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

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

Admission to the Teacher Education Program requires a 2.8 GPA overall and passing scores on Praxis Core or the equivalent SAT scores to waive. (Appendix 1-5 Admission Criteria from Teacher Education Website)
<https://www.vwu.edu/academics/majors/education/>

Following admission, candidates' progress is monitored at the conclusion of each semester to ensure that they are maintaining the required GPA. Candidates demonstrate mastery of content knowledge through course grades and grade point average. The Praxis Subject assessments required for licensure also assess content knowledge; see most recent Biennial Report. (Appendix 1 – 22)

Professional knowledge and pedagogy are assessed in course work. During pre-service teaching, the candidates' ability to plan and implement instruction, to manage instructional time, to establish a classroom environment that is conducive to learning, and to make subject matter meaningful to students is evaluated based on observations by university supervisors, cooperating teachers, and building administrators. Pre-service teachers seeking endorsement in one of the secondary 6-12 or PreK-12 program areas must also be evaluated by a faculty member of their major department. Data on pass rates on the Praxis Subject assessments, the VCLA, and the RVE (for elementary and special education) confirm student mastery of the program curriculum.

During pre-service teaching, all candidates prepare a portfolio and an impact study. Candidates in the M.A.Ed. initial licensure programs will conduct a research-based Impact Study to assess their impact on student learning.

Follow-up surveys of alumni and employers of program graduates administered by the Teacher Education Program yield additional data regarding candidate preparation for the classroom. See Alumni Survey Data (Appendix 1-24) (Appendix 1-25) (Appendix 1-26).

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.

Virginia Wesleyan University's Teacher Education Program prides itself on its many and varied field experiences. Faculty members understand that learning occurs in many different milieus and require teacher candidates to work with children and teens in different settings.

Students in our introductory classes (e.g., INST 202 – The School and Society) (Appendix 1-6) work with students at our campus school, Tidewater Collegiate Academy, as early as the second week of their freshman year. Students observe the teaching and learning process, assist students with individual assignments, work with small groups, and participate in recreation activities. To promote metacognition, students are required to discuss their activities during the course, and they write a reflective paper about their experiences. In past semesters, students completed their initial fieldwork at the Bayside 6th Grade campus, and they interviewed a teacher about an issue we studied in class.

In EDUC 348 (Appendix 1-7) – Perspectives on Mathematics and Science Initiatives, elementary candidates take turns leading the same lesson with multiple classes. K-5 students were assessed and the instruction was modified after debriefing. Data analysis of the data collected from assessments was used to inform further instruction.

Candidates in elementary PreK-6 and special education: general curriculum K-12 programs take a two-course reading sequence, EDUC 320 (Appendix 1-8) – Teaching Reading and the Language Arts and EDUC 321 (Appendix 1-9) - Literacy Development and Assessment, which includes observations and opportunities for hands-on work with students in various public school settings. In EDUC 320 (Appendix 1-8), candidates complete three to four observations as a class in local public schools to observe reading instruction throughout the elementary grades. In EDUC 321 (Appendix 1-9), candidates have engaged in various hands-on activities related to assessment and remediation of struggling readers and writers. Last spring, in response to a request from our partners at Bayside Middle School 7-8, candidates in EDUC 321 (Appendix 1-9), assisted by literacy specialists and teachers, tutored struggling writers and readers in preparation for end-of-year SOL testing, and they learned a valuable lesson in how teachers use data to plan instruction in a live setting. This fall, secondary and Prek-12 candidates in EDUC 319 (Appendix 1-10) – Content Area Reading and Writing, assisted teachers at Bayside Middle literacy and writing support.

All of these foundational experiences help our candidates progress from learner to practicum teacher by helping them to understand educational systems, child and adolescent development, and teaching/learning as a recursive process. Most importantly, they develop the professional dispositions necessary for success as a teacher: patience, flexibility, and the genuine desire to help students from diverse backgrounds learn.

Upon successful completion of the pre-admission course work and upon formal admission into the education program, candidates are permitted to take the appropriate upper-level professional studies courses, all or of which culminate in a methods course with a practicum. Each candidate completes 50- hours of supervised

fieldwork in a public school, and each student teaches three observed lessons. The first lesson is observed informally by the cooperating teacher. The second lesson includes a formal observation, using VWU's observation forms (Appendix 1-14), by the cooperating teacher. Finally, the course professor observes a lesson that, in conjunction with other factors, determines readiness for student teaching. Candidates in practica meet regularly throughout the semester to discuss what they are learning, to brainstorm solutions to challenges, and to develop strategies for meaningful instruction. These candidates also take the methods course together, and they are able to apply what they have learned in their studies to their field experience – and vice versa. Candidates complete a complete full unit of instruction as part of their work; these are available in LiveText and in the student-teaching portfolios. Priority placement in practicums is given to our Professional Development School partners and through collaborations with the local school systems.

Student teaching includes at least 300 hours of supervised teaching with students from diverse backgrounds in public schools throughout Hampton Roads, including Chesapeake Public Schools, Norfolk Public Schools, Portsmouth Public Schools, and Virginia Beach City Public Schools. Under the guidance of both a cooperating teacher and a university supervisor, participants in all programs transition from candidate to teacher, learning about the systems of education, meeting with parents, working in Professional Learning Communities, attending sporting events, assisting with clubs and other extra-curricular activities, and indeed, becoming a member of the school community. As Dewey said, "we learn what we do," and the only way to become a professional educator is to work, with caring guidance, as a professional educator. It is during student teaching that a candidate hones the dispositions necessary for success in the field: time management, professionalism, and a commitment to the profession.

All field experiences are integrated into courses that promote reflection, metacognition, and the application of the many lessons being learned. Whether we are examining classrooms through the lens of "society," as in INST 202 (Appendix 1-6), or whether we are interested in investigating the tools of instruction, as in INST 203 (Appendix 1-11), or whether we are assisting teachers in providing literacy support, all fieldwork relates directly to the content being studied in the professional education program. Undergirding all of our courses is a theme of culturally responsive teaching and the integration of current strategies, methods, and materials for reaching today's learners.

Candidates spend 14 weeks participating in pre-service teaching. Each pre-service teacher has two seven-week placements. Each placement is in a different city and in a different instructional setting. The Education Departments Field Experiences Expectations (Appendix 1-12) are shared with the pre-service candidate and their supervisors.

The metropolitan Hampton Roads population is very racially diverse, as shown below. The percent of minority pupils list is listed below by school system below. Teacher candidates are placed in field experiences in one of five regional public school systems:

- Chesapeake Public Schools: (45% minority)
- Norfolk Public Schools: (77% minority)
- Portsmouth Public Schools: (77% minority)
- Suffolk Public Schools: (63% minority)
- Virginia Beach City Public Schools: (45% minority)

Students are also placed in practica and other field experiences. Candidates spend 50 hours in the appropriate instructional setting to observing teaching, assisting assist teachers, and teaching 3 teach three lessons to so that they can practice skills learned in the corresponding methods course and to prepare for pre-service teaching. The course instructor must observe one of the three lessons.

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.**

All students in practica and student teaching are required to partake in all aspects of a classroom, and this includes, of course, engagement with everyone who has a stake in education. In our classes, we examine ways to work with the community – especially parents, guardians, and extended family members – in order to develop a circle of support around each child and teen. In the field experiences, our teacher candidates participate in back-to-school nights, parent/teacher meetings, child study team meetings, and in other community events.

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.**

Early field experiences begin for most students during the freshman or sophomore year as indicated above. Formal practicum and pre-service teaching experiences are listed below by certification area. Candidates must request a placement for a field experience through the Coordinator of Clinical Experiences at the time that they register for classes. Candidates planning on student teaching must have all passing test scores submitted to the Education Department by March 15 for the fall semester and by October 31 for the spring semester. The deadlines ensure that paperwork can be processed and placements can be requested in a timely manner.

The VWU Preservice teacher is required to complete 300 clock hours with at least 150 hours of direct teaching through two, seven-week placements:

- Candidates seeking endorsement in Elementary PreK-6 receive placements in 1) grades 1-3 and 2) grades 4-5;
- Candidates seeking endorsement in Special Education: General Curriculum K-12 receive placements in 1) grades K-6 and 2) secondary grades 9-12
- Candidates seeking endorsement in Secondary Education 6-12 receive placements in 1) middle grades 6-8 and 2) secondary grades 9-12
- Candidates seeking endorsement in PreK-12 Education receive placements in 1) elementary grades PreK-6 and 2) secondary grades 9-12.

Preservice teachers are required to attend an on-campus integrated seminar that meets regularly during the student-teaching semester.

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.**

Candidates in the VWU teacher education programs utilize the knowledge and skills gained in professional education course work and accompanying on-site experiences and formal field experiences as described above, culminating with pre-service teaching. In these experiences, candidates develop lesson plans based on the Virginia SOLs and the school division curriculum, engage in direct teaching of their endorsement area content, manage student behavior, and participate in all formal and informal school activities as permitted.

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.**

During on-site experiences, student and candidate performance is evaluated and documented through related assignments and feedback from school faculty, and/or facilitators, and/or by the accompanying faculty member. During practica, candidates are observed and assessed three times during the placement by the cooperating teacher and the methods course instructor. (Appendix 1-14) For pre-service teaching, supervisors are assigned to each pre-service teacher during the field experience. Supervisors are to observe at least three lessons in each placement and provide prompt feedback to the candidate. Supervisors use the attached observation instrument (Appendix 1-14) to evaluate pre-service teachers' performance. Additionally, cooperating teachers provide daily feedback and provide a summative evaluation of candidate performance upon completion of the placement. (Appendix 1-15) Pre-service teachers must also obtain a building administrator's evaluation. Pre-service teachers seeking a secondary 6-12 or PreK-12 endorsement must schedule and be observed by a member of the appropriate content area faculty.

All pre-service teachers complete an electronic teaching portfolio in LiveText that incorporates reflections based on the Virginia Standards for the Professional Practice of Teachers. Pre-service teachers also keep a daily reflection notebook for reference during the integrated seminar and complete a supplied reflection form following all lessons observed by a university supervisor based on the supervisor's feedback.

Please find appended (see Appendix 1-13) the policies and procedures from an abbreviated draft copy of our updated Pre-service teaching Handbook. The final updated Handbook will be available online no later than December 20, 2017. Accreditation review team members will be sent a link as soon as the document is uploaded and hard copies will be made available during the site visit.

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

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

Faculty in the Education Department work closely with colleagues in general and content courses to design and evaluate programs that ensure mastery of Virginia Standards of Learning (SOLs). One of the advantages of a small institution is that collegial relationships are fostered and maintained quite easily. When changes in PreK-12 SOLs occur – or when changes are made to the *Regulations* – teacher education faculty confer with their counterparts throughout the University to ensure that teacher candidates are receiving the education necessary to become knowledgeable and confident educators. For example, the matrices created by the education department are disseminated and discussed with content professors to ensure a high level of subject-specific understanding.

The program of general education at Virginia Wesleyan ensures both breadth and depth. Students take courses across the disciplines to ensure a broad understanding of the foundations of knowledge through a variety of perspectives. Furthermore, each course awards four credits, thus ensuring students the opportunity to explore a topic in depth.

The Director of Teacher Education meets regularly with faculty in the content areas to discuss how to strengthen our offerings. As an example, regular conferences with the math faculty resulted in the conclusion that our elementary-education students were not mastering math standards in the previously required courses. A new class was created specifically for education students: MATH 325 (Appendix 1-16) – Theory of Elementary Mathematics. Subsequent discussions led to the creation of a two-course math sequence implemented in Spring 2017: MATH 325 (Appendix 1-16) – Theory of Elementary Mathematics I and MATH 326 (Appendix 1-17) – Theory of Elementary Mathematics II. Similarly, the History Department offers a class in U.S. History specifically for students working toward teacher certification. These are only two examples of the professional courtesy for which Virginia Wesleyan is renowned.

- 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.** 14

The Education Department of Virginia Wesleyan University (VWU) enjoys numerous, meaningful partnerships with PreK-12 schools throughout the Hampton Roads area. We have established an impressive record of mutually beneficial relationships with administrators, teachers, and schools. For details, please see the Partnership Report (Appendix 1-18).

The Education Department has a Professional Development School (PDS) partnership with the nearby Bayside schools, most notably the middle and high school. In keeping with the “nine principles” outlined by the National Association of Professional Development Schools (Appendix 1-19), faculty work with the Bayside schools to ensure a shared commitment to the effective preparation of future educators. The University employs clinical faculty from the Bayside schools, and Education Program faculty participate in the principal advisory committee. Administrators and teachers from the area schools participate on the Program’s advisory panels, as well. Furthermore, students at the Bayside schools regularly visit campus to take courses (e.g., BIO 190 (Appendix 1-20), a summer offering for high-school students), to use the University’s laboratory equipment, and to work one-on-one with faculty in the content areas. Again, a more detailed report with contact information, pictures, and links can be found in the partnership appendix. Also see this Bayside partnership project (Appendix 1-23).

Students pursuing elementary certification work in our partner schools in Chesapeake: Butt Roads Elementary and Sparrow Road Intermediate. Reading and special education students work in the following schools: Diamond Springs, Newtown, and Bettie F. Williams Elementary Schools.

Faculty in the program also provide professional development for the teachers of the Norfolk Educational Transition (NET) Academy, the school for the Norfolk Juvenile Detention Facility. In fact, this partnership has resulted in the creation of one-credit college courses for students who have passed their GEDs or who have earned their high-school diplomas.

- 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.**

Because the faculty strive to uphold the principles of Professional Development Schools (PDS)(Appendix 1-19), they work closely with faculty at partner schools to ensure that field experiences are assessed authentically and in a manner agreed upon by both the school personnel and the university faculty. Both cooperating teachers and university professors assess the performance of teacher candidates in both a holistic and a detailed fashion. Performance indicators that relate specifically to standards are examined and faculty evaluate candidates’ professional dispositions. Furthermore, when necessary we employ school personnel as clinical faculty to ensure that what is taught and what is assessed in the Program is in keeping with the needs of area schools and students.

- 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.**

Program faculty meet regularly with and collaborate with public-school counterparts to discuss the efficacy of our teacher-education program. As an example, Associate Professor of Education Hilve Firek (Appendix 3-1) attended the annual conference of the National Association of Professional Development Schools with the guidance counselor from the Bayside 6th Grade Campus, Mr. Rob Lanz. As a direct result, professional-development opportunities were extended to the Bayside Middle School; VWU students now assist with the implementation of literacy programs at this school.

Education faculty, in collaboration with their peers in the natural sciences, have earned three VDOE grants totaling more than \$90,000 over the past several years to provide professional development to high- school biology teachers. This work was a direct result of outreach faculty members had conducted with science teachers to determine what areas of biology instruction could be improved. Furthermore, interviews with participants resulted in the creation of BIO 190 (Appendix 1-20), a science course in the Diversity of Life. This course covers many of the topics teachers told us they did not teach in depth during the school year. The development of BIO 190 (Appendix 1-20) resulted from a Chesapeake Bay Trust grant to ensure the teaching of topics that relate to a healthy watershed.

The above are only a few examples of how program and colleagues throughout the campus and the state collaborate to refine the knowledge base of teachers and of PreK-12 students.

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC20-542-70 through 8VAC20-542-600.

Overview

As recommended in the Implementation Manual for the Regulations Governing the Review and Approval of Education Programs in Virginia, the VWU Education Program assesses the academic and professional competencies of education candidates from all programs through multiple evaluation methods. The following section begins with a clear description of how academic and professional competencies align with other elements related to the education program and assessment. We then provide a description of methods, associated data sources, analyses, results, and related programmatic response to these results.

Alignment to VWU Education Program Goals

The Goals of the Education Program as described in Standard 1: Program Design (see [Table 2.3](#)) follow directly from the Program's philosophy and mission, which focus on developing reflective and engaged teachers.

[Table 2.4](#) reveals the alignment of each program goal to InTASC standards, and the academic endorsement competency for all education programs included in this report. It is important to note that for some endorsement competencies, there is no alignment to particular VWU Teacher Education Program goals. For example, History Academic Endorsement Competencies only align with VWU Teacher Education Program Goal One because the whole of these competencies are based in discipline-based content and skills.

For VWU candidates, the rest of the VWU Teacher Education Program Goals are met through the Professional Endorsement Competencies presented in [Table 2.5](#). This example is meant to illustrate that the VWU Teacher Education Program was developed to provide students a curriculum that meets all VWU Teacher Education Program goals, InTASC standards, and state competencies. Together, [Tables 2.3](#), [2.4](#), and [2.5](#) reveal a clear and coherent alignment of VWUs philosophy and goals with current InTASC standards, and the endorsement competencies set by the state. In the following sections related to methodology, we explain how we assess whether candidates are meeting endorsement competencies.

Methods

The philosophical grounding of the assessment of the VWU Education Program draws heavily from the notion of pragmatism. Pragmatism is not wholly committed to any one philosophy or reality. Rather than focusing on the importance of using a particular method to analyze a program, our program assessment was designed to provide a clear understanding of the impact of our program. Therefore, a descriptive program assessment that employs a mixed-method approach is appropriate (Creswell, 2013). For each competency, multiple measures were used to provide a clearer picture of student competency through the triangulation of data, assessors, or methods of assessment. For the purpose of this Institutional Report, we present data organized by program and by grouping those that completed an education program within a particular academic year within the last six academic years (i.e. Academic Year 11-12 through Academic Year 16-17). Having initiated LiveText as a platform for assessment and data gathering in the fall of 2011, and having undergone intense institutional-wide programmatic change in academic year 2010/2011, we contend that the data consistency in the last six years will provide a clear picture of program performance. It is important to note that throughout this report, the number of candidates assessed may not match the number of completers in the cohort. One reason for this is due to the addition of LiveText as a data-gathering tool. Because of the change to LiveText and from the aforementioned curricular reform, many candidates early in the data pool will either not have data reported for those courses they took before the addition of LiveText or they would not have taken the same course(s). Although we do have examples of candidates' performance, we did not include it in our report. Reviewers should also note that assessments and data collection might shift from year to year as we continue to improve our assessment practices.

While the formal assessment process at Virginia Wesleyan University shares many features with larger programs, the smaller size of the program does not always yield large numbers to guide typical interventions. We realize the inherent issues that come with the interpretation of statistical analyses with a low number of participants. In fact, although we offer education programs in music education: vocal/choral, Visual Arts, and mathematics, for example, we did not include quantitative data because only a few candidates have completed these programs in the past six academic years. Instead, we will provide a qualitative summary and associated examples of programmatic response in those cases.

Data Sources and Collection

This section presents each data collection occurs throughout candidates' time at VWU.

1. **Grade Point Average-** The Director of Institutional Research collects the grade point averages at the end of each semester for each Education Candidate for all courses aligned to competencies.
2. **Course-Embedded Assignments Performance Assessment-** Using InTASC aligned rubrics, faculty collect performance ratings related to course embedded assignments within Education Courses. Reviewers should note that in the past few years rubrics specific to major assignments and aligned to InTASC standards have been added within several courses in an effort to improve assessment practices.
3. **Observational Performance Assessment-** Faculty, Clinical Faculty, and Cooperating Teachers also rate candidate performance in practicum and student teaching experiences using the VWU Lesson Observation Form for Field Experience (Appendix 1-14). Observational Performance Assessment data of Pre-Service Teachers are reported in this section.
4. **Qualitative Description-** Both course-embedded assignments and observational performance ratings

as detailed above allow raters to provide an enhanced description of candidate performance through qualitative means. This information is collected as a part of the performance rating. Summary of debriefings related to candidates' performance are also collected.

5. **National and State Standardized Test Scores-** Before students' admission into the Teacher Education Program, their Praxis Core Assessment or SAT equivalent scores provide data on the candidates' content knowledge in related to reading comprehension and mathematics. For elementary education candidates, the VCLA and the RVE in their sophomore and junior years respectively, enable the program to assess candidates' competencies related to English, skills in reading and written communication (VCLA), and knowledge, skills, and pedagogy for reading instruction (RVE). Finally, when students are in their junior or senior year, the Program reviews their Praxis Subject Assessment scores, which are collected before they are allowed to begin student teaching.
6. **Mandated Professional Education Modules-** Before and after admission into the education program, candidates must successfully complete several professional education modules. These modules are the Civics Education Module, Child Abuse/Neglect Module, and Dyslexia Training Module.
7. **Student Learning Assessment Report (SLAR) -** Each year the Director of the Education Program submits a yearly SLAR to the VWU Academic Effectiveness Committee that serves as a form of program assessment for VWU. This program assessment is focused on departmental goals and is used as a peripheral data source along with previously described sources.

Data Analysis

Each year the director, faculty, and professional staff members of the Education Program collect and analyze data from the graduating cohort. Table 2C-3 highlights the data analysis techniques for each data source.

Table 2C-3 Data Analysis Techniques

Data Source	Data Analysis (Explanation of Measures)
1. Grade Point Average	For each content area and for professional education courses, individuals' scores are categorized by endorsement area and then associated with related competencies. We set the acceptable level of achievement at a "B," and then calculated the percentage of students scoring at a "B" or better. The percentages listed in the appendices reflect this calculation.
2. Course-embedded Assignment Performance Assessments	Education Faculty employed both general and more specific InTASC rubrics to assess performance on course-embedded assignments. For the general rubrics, possible ratings spanned from 0-3. (0= Unacceptable / 1=Developing / 2= Acceptable / 3=Sophisticated) while the more specific rubrics spanned from (0-1= Unacceptable / 2=Developing / 3= Acceptable / 4=Sophisticated). The percentages of students scoring at an acceptable level or higher were calculated for each cohort for each InTASC standard.
3. Observational Performance Assessment	The VWU Observation Instrument was used to assess candidates' performance in diverse teaching contexts. Possible ratings spanned from 0-4 for most years of its implementation. We normed prior scores to the contemporary format. (0= Unable to observe / 1=Unacceptable / 2= Developing / 3=Acceptable / 4=Exemplary) The percentages of students scoring at an acceptable level or higher were calculated for each cohort for each performance criterion.
4. Qualitative Description	At this time, most qualitative data are used to support or challenge other means of assessment. Qualitative analysis is relied on more heavily for the programs with fewer enrollees.
5. National and State Standardized Tests	For each cohort, we calculated the mean score on each standardized test. When possible, the data was disaggregated in order to relate data to specific competencies. In order for

	candidates to student teach, they must pass standardized tests required for their program. Thus, 100% of candidates that completed the program passed these tests.
6. Professional Education Modules	100% of candidates successfully completed these modules when they were required for admission at the time of their program completion. The Civics Module began in 2013, the Child Abuse/Neglect Module began in 2012, and we did not include data from the Dyslexia Module, which began in 2017 as a requirement for certification.
7. SLAR – Student Learning Outcome Assessment Report	A stand-alone internal report of program assessment and related program modification. This is a required, institutionally-mandated report and is included in this report as a supplemental document.

Results and Programmatic Response

As a vital element of Standard 2, the mentioned appendices provide the last six academic years of data associated with each professional and academic competency. In the following paragraphs, we describe how we use these data to better understand candidates’ preparedness to enter the workforce, and to assess Education Program elements.

For competencies related to pedagogy (see [Table 2.6.](#)), we consider the primary data sources to be the Course-Embedded Performance Assessments and Observational Performance Assessments. In addition, the RVE is a standardized test that assesses elementary and special education candidates’ knowledge of pedagogy related to English and Language Arts. Thus, candidates’ performance on the RVE is considered a primary data source to assess English and Language Arts methods. Knowledge-based standardized tests and GPA data are secondary data sources and are analyzed in comparison with the primary data sources. For example, Observational Performance Assessment data revealed that some candidates had difficulty either analyzing quantitative data related to the tests they gave their students or they were not observed doing this often. This seemed to correspond to a pattern faculty had noticed within INST 482 (Appendix 3-14), a research-related course, where some candidates revealed a difficulty analyzing quantitative data sets. This prompted faculty members to discuss how they could better prepare students to understand the level of data analysis often mandated by school administration. Thus, leveraging our partnerships, in Spring 2017 we provided VWU elementary candidates a field experience in EDUC 321 (Appendix 1-9) in which they worked alongside master teachers to analyze Virginia Standards of Learning Test data to inform remediation of their students. In other words, data assist us in examining the curriculum to look for ways to better support candidates’ learning and to strengthen our program overall.

For academic competencies related to knowledge and skills (see [Table 2.6.](#)) our interpretive approach varies depending on the disciplinary nature of the specific competency. If the competency is more related to pedagogical knowledge or skills, we again consider the primary data sources to be the Course- Embedded Performance Assessments, Observational Performance Assessments, and the Standardized Tests that assess pedagogical content and skills. However, when the competency is more related to content knowledge or skills associated to a specific core discipline, we place more emphasis on course GPA and standardized tests related to the core discipline in question. For example, GPA data revealed elementary education candidates seemed to have difficulty in science and math courses. After faculty discussion of candidate performance in professional education classes, it seemed that when given a choice, elementary students chose not to plan lessons in math and science unless they could complete one at a primary level. This is a common finding in education literature. This provided motivation for several curriculum changes including the development of EDUC 348 Perspectives on Math and Science Initiatives (Appendix 1-7), a Winter Session elective course,

which supported candidates in these areas. Mathematics and Education Faculty developed a new sequence of math courses, MATH 325 (Appendix 1-16) and MATH 326 (Appendix 1-17), which address key concepts covered in elementary mathematics. These types of analyses allow us to better understand how content knowledge attainment in the disciplines can impact pedagogy, and can inform discussions between Education faculty and/or Content Area Faculty to modify curriculum and instruction to better meet the needs of our candidates.

Professional competencies tend to be more varied and wide-ranging as compared to academic competencies, and so (see [Appendix 2A 2](#).) our interpretive approach is to look for patterns across all available data. For example, analysis of student teaching observations revealed that some secondary students are either not using technology effectively or have not been using technology in their observed lessons. This was also the case with data from practicum observations as well. When discussing student performance in INST 203 – Applied Technology for Innovative Instruction (Appendix 1-11), among faculty, it was apparent that many students tended to think of instructional technology primarily as a tool for engagement. Thus, we have instituted changes in INST 203 (Appendix 1-11) to place more emphasis on instruction of theory regarding proper and effective use of technology as more than just a student engagement tool. In turn, this is being followed up with changes to the practicum experiences in all programs, preceding student teaching, to require one observed lesson that incorporates appropriate use of technology for instructional enhancement. These changes also help us address discussion that occurred in the MAEd Advisory Board meeting in May 2016, when discussion of technology use prompted a high school principal to comment that it is not about just being proficient in using technology, but using it appropriately and effectively to enhance student learning.

SLAR documents are internal assessments of program goals that we provide for institutional-wide educational assessments. We incorporated these internal reports as a stand-alone document to reveal how we modify our curriculum and practices in light of this form of program assessment.

Sometimes, it is in the examination of outcomes for individual students that result in program improvements. For example, a candidate who had been doing reasonably well in history / social science coursework failed to pass the Praxis Social Studies: Content Knowledge test. However, a meeting with the Director of the Education Program and the resulting examination of both the disaggregated Praxis subject assessment data and requirements/core competencies in her required course(s) revealed that key coverage on cultural anthropology needed to be added to the targeted course(s). The candidate went on to pass the Praxis test, and modification of history curriculum will benefit future candidates. Thus, the individual attention typical of the Education Program at VWU provides a catalyst for meaningful data driven decisions that are difficult to characterize in statistical or tabular forms.

A. 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:

Standard 2.1.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.

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Standard 2.1.a (Part 1) Candidates demonstrate that they have a full command of the English language. use Standard English grammar, and have rich speaking and writing vocabularies.

In order to ascertain whether candidates are able to effectively use Standard English grammar, and have rich speaking and writing vocabularies, Education professors often assess candidates' written and oral language. Multiple courses involve the assessment of candidates' written and/or oral language. This allows the faculty to keep a firm grasp on how candidates are performing in this area throughout the program. Table's 2.1.a_1- 2.1.a_8 provide activities and related courses that assess either the written or oral language of candidates. The Disposition and Teaching Assessment in academic years 2011/12 and 2012/13 were replaced by a dispositional assessment in academic year 2015/16. Click on a course link to view its respective syllabus, click on an activity to view the rubric and click on the percentage score to view an example of this assignment.

Table 2.1.a_1. 2011-2012 Professional Education course assessment related to language

Course	Artifact (Assessment)	N (20)	% at Acceptable or Above	% below Acceptable
INST 203	Blog (Mechanics)	3	100	0
INST 203	Newsletter (Grammar)	3	100	0
INST 203	WebQuest (Grammar)	3	100	0
INST 203	Prezi (Mechanics)	3	100	0
EDUC 434; 461	Disposition (Language)	17	100	0
EDUC 434; 461	Teaching (Communication)	17	100	0

Table 2.1.a_2. 2012-2013 Professional Education course assessment related to language

Course	Artifact (Assessment)	N (13)	% at Acceptable or Above	% below Acceptable
INST 203	Blog (Mechanics)	1	100	0
INST 203	Newsletter (Grammar)	1	100	0
INST 203	WebQuest (Grammar)	1	100	0
INST 203	Prezi (Mechanics)	1	100	0
EDUC 434; 461	Disposition (Language)	13 (2X)	100	0
EDUC 434; 461	Teaching (Communication)	13 (2X)	100	0

Table 2.1.a_3. 2013-2014 Professional Education course assessment related to language

Course	Artifact (Assessment)	N (12)	% at Acceptable or Above	% below Acceptable
INST 203	Blog (Mechanics)	3	100	0
INST 203	Newsletter (Grammar)	3	100	0

INST 203	WebQuest (Grammar)	2	100	0
INST 203	Prezi (Mechanics)	2	100	0

Table 2.1.a_4. 2014-2015 Professional Education course assessment related to language

Course	Artifact (Assessment)	N (12)	% at Acceptable or Above	% below Acceptable
INST 203	Blog (Mechanics)	9	100	0
INST 203	Newsletter (Grammar)	9	100	0
INST 203	WebQuest (Grammar)	8	100	0
INST 203	Prezi (Mechanics)	8	100	0

Table 2.1.a_5. 2015-2016 Professional Education course assessment related to language

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above	% below Acceptable
INST 203	Blog (Mechanics)	5	100	0
INST 203	Newsletter (Grammar)	5	100	0
INST 203	WebQuest (Grammar)	3	100	0
INST 203	Prezi (Mechanics)	3	100	0
EDUC 348	Final Assessment Report (Professional Correspondence)	3	100	0
EDUC 329	Micro-teaching Performance Assessment (Clarity)	4	100	0
Varied	Disposition (Oral)	8	100	0
Varied	Disposition (Written)	8	88	12

Table 2.1.a_6. 2016-2017 Professional Education course assessment related to language

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above	% below Acceptable
INST 203	Blog (Mechanics)	4	50	50
INST 203	Newsletter (Grammar)	4	100	0
INST 203	WebQuest (Grammar)	3	100	0
INST 203	Prezi (Mechanics)	4	100	0
EDUC 366	Final Management Philosophy (Grammar)	4	100	0
EDUC 329	Micro-teaching Performance	5	60	40

	Assessment (Clarity)			
Varied	Disposition (Oral)	10	100	0
Varied	Disposition (Written)	10	100	0

Table 2.1.a_7. 2011-2017 Professional Education course assessment related to language for Special Education candidates.

Course	Artifact (Assessment)	N (12)	% at Acceptable or Above
INST 203	Blog (Mechanics)	6	100%
INST 203	Newsletter (Grammar)	6	83%
INST 203	WebQuest (Grammar)	3	100%
INST 203	Prezi (Mechanics)	6	83%
Varied	Disposition (Oral)	1	100
Varied	Disposition (Written)	1	100

Table 2.1.a_8. 2011-2017 Professional Education course assessment related to language for Secondary Education candidates.

Course	Artifact (Assessment)	N (21)	% at Acceptable or Above
INST 203	Blog (Mechanics)	5	100%
INST 203	Newsletter (Grammar)	5	100%
INST 203	WebQuest (Grammar)	5	100%
INST 203	Prezi (Mechanics)	5	100%
Varied	Disposition (Oral)	5	100%
Varied	Disposition (Written)	5	100%

Faculty members contend that it is important to set a standard for language use early in the program; thus, INST 203 (Appendix I-11) involves several brief assignments in which candidates’ language use is assessed. If potential education candidates are having difficulty before they enter the program, these assessments provide a means for the faculty to address deficiencies before candidates enter the Education Program. In cases where there is a problem, instructors refer the student to resources on campus that can assist them in acquiring these skills: the Learning Center or the Speech Lab. **Vignette 1**, below, provides an example of how this early assessment can inform teaching, and initiate response to learner needs across campus. From our initial pre-admission courses, like INST 203 (Appendix I-11), to our student teaching field experience, we make sure candidates can demonstrate acceptable oral and written language competencies before they become certified teachers.

Vignette 1: Early Assessment of written and oral language informs practice INST 203/Spring 17

“As a native of Puerto Rico, Spanish was my student’s primary language. After discussing the difficulties I had understanding her writing on her first assignment, it was clear that this student would

have difficulty with language throughout the course. My first suggestion was for her to go see a tutor at the Learning Center. I soon found that her family and her pride would prohibit her from doing this on her own. I reached out to the Learning Center, a Spanish Professor known to assist ELL students, and the Lighthouse. We scheduled small meetings with the director of the Learning Center in an attempt to persuade the student. In the end, she only accepted extra assistance from me, and performed better in the class. But, I have alerted all those that might be able to help, so we will continue to work on helping her succeed.” (Dr. Bill McConnell)

Standard 2.1.a (Part 2) Candidates demonstrate that they are knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas.

For Education Candidates, several content-oriented courses in communications and English assist them in developing their language skills, to build a rich vocabulary, and to gain knowledge of exemplary authors and literary works. In some cases, candidates may not have taken some of the courses at VWU. For example, transfers to VWU may have taken an introductory college writing course that satisfied requirements from ENG 105. In the same way, COMM 325 – Organizational Communication (Appendix 3-21) was a required course for the Elementary and Special Education programs from AY 2011/12 to 2015/16, but many candidates either took or transferred in with COMM 222 – Public Speaking (Appendix 3 - 18), which we allowed and required candidates to take another upper-level humanities course to fulfill graduation requirements (COMM 222 (Appendix 3 - 18) is required as of 2016/17). **Tables 2.1.a_9 - 2.1.a_12** provide the percentage of candidates earning a B or above in all courses in which students are required to demonstrate knowledge and skill in these areas. Again, each course name is linked to its respective syllabus. **Tables 2.1.a_9 - 2.1.a_12** also provide the average scores of summative standardized tests specifically meant to assess knowledge and skills in these areas.

Table 2.1.a_9. Percentage of Elementary Candidates scoring a B or above in Language related courses and average standardized test scores related to Language knowledge and skills.

Course	11/12 (20)	12/13 (13)	13/14 (12)	14/15 (12)	15/16 (5)	16/17 (5)
ENG*105	40%	85%	33%	100%	100%	33%
ENG*222	47%	100%	73%	70%	100%	25%
ENG*317	50%	77%	67%	67%	60%	60%
EDUC*320	50%	77%	58%	75%	100%	80%
EDUC*321	46%	77%	73%	100%	100%	80%
EDUC*329	54%	77%	75%	100%	100%	80%
COMM*222	78%	100%	0%	100%	0%	33%
COMM*325	67%	69%	67%	83%	100%	100%
RVE (Average Score)	212.3	168.8	174.8	174.7	178.0	169.4
VCLA (Average Score)	539.4	557.0	537.7	527.9	530.2	497.4
Observational Performance Assessment(%>Developing)	100%	100%	100%	100%	100%	100%

Table 2.1.a_10. Percentage of Special Education Candidates scoring a B or above in Language related courses and average standardized test scores related to Language knowledge and skills.

Course	11/12 N=2	12/13 N=0	13/14 N=4	14/15 N=5	15/16 N=0	16/17 N=1
EDUC*320	100%		100%	100%		100%

EDUC*321	100%		100%	100%		100%
ENG*317	50%		100%	100%		60%
RVE			182.5	159		185
VRA	264					
VCLA	560		524	529		547
Praxis Multiple Subjects (Reading and Language Arts)			180	182		188
Observational Performance Assessment(%>Developing)	100%		100%	100%		100%

Table 2.1.a_11. Percentage of Secondary English candidates scoring a B or above in Language related courses and average standardized test scores related to Language knowledge and skills.

Course	11/12 N=2	12/13 N=0	13/14 N=2	14/15 N=2	15/16 N=0	16/17 N=1
ENG*388				100%		100%
ENG*389						100%
ENG*289			100%	100%		0%
ENG*311	100%		33%	100%		100%
ENG*222	100%		100%	100%		100%
ENG*489	100%		50%	100%		0%
ENG*346	100%		100%	100%		100%
ENG*347	100%					
ENG*375			0%			
ENG*385	100%					
COMM*						100%
JOUR*201	100%		50%	100%		0%
ENG*105	100%		100%			
VCLA (Average Score)	560		538	553		507
Observational Performance Assessment %>Developing	100%		100%	100%		100%

Table 2.1.a_12. Percentage of Secondary History candidates scoring a B or above in Language related courses and average standardized test scores related to Language knowledge and skills.

Course	11/12 N=5	12/13 N=1	13/14 N=1	14/15 N=3	15/16 N=5	16/17 N=0
ENG*105	80%		100%	100%	100%	
ENG*222	60%	100	0%	100%	100%	
COMM 222	100%	100	100%	100%	100%	
Observational Performance Assessment %>Developing	100%	100%	100%	100%	100%	
VCLA Total (Average Score)	562.4	561	560	543.33	554.25	

Standard 2.1.b - Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.

Education candidates demonstrate mathematical competencies in VWU math courses, standardized test subsections related to math, and through demonstrating the competencies while in professional education

courses or professional teaching contexts. In order to understand how our candidates are performing, we collect GPA data from math courses and the subsection of standardized tests related to math. In some years, standardized test scores are not disaggregated by subject, and so the scores are not presented. Within professional education coursework, we collect data from course-embedded performance assessments and observational data during student teaching.

Tables 2.1.b_1 – 2.1.b_6 provide the percentage of candidates in each cohort scoring a B or above in math related courses, the average score for standardized test subsections related to math, and the amount of candidates scoring at an acceptable level or above on teaching observation criteria related math. For English and History Secondary Candidates, observational data is not presented because math is not the subject they are teaching. Similarly, InTASC 4 deals with candidates knowing and understanding the content they teach. This measure is only appropriate for Elementary and Special Education Candidates.

Table 2.1.b_1. Competency measures related to math for Elementary Education candidates.

Course	11/12 (20)	12/13 (13)	13/14 (12)	14/15 (12)	15/16 (5)	16/17 (5)
MATH*104	100%		0%	100%		0%
MATH*135	50%				100%	
MATH*171		100%			33%	100%
EDUC*329	54%	78%	75%	100%	100%	80%
EDUC*348				100%	100%	
Praxis multiple subjects MATH (Average Score)				172	186	175
InTASC 4	100% (10)	100% (13)	100% (7)			
Teaching Observation %>Developing	100%	100%	100%	100%	100%	100%

Table 2.1.b_2. Competency measures related to math for Special Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
MATH*104			100%	100%		100%
MATH 105 (old algebra)	100%		0%			
MATH 106 (old stats)	50%		100%			
MATH 210 (new stats)			100%	60%		100%
MATH 225 (old)	100%					
MATH 325 (new)	100%		75%	60%		100%
Praxis I or Core Math or SAT Math (Average Score)	187 (1) 560(1)		182	180.3 (3) 570 (2)		650
Praxis multiple subjects MATH (Average Score)				193 (1)		
InTASC 4			100% (1)	100% (2)		

Teaching Observation %>Developing	100%		100%	100%		100%
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Table 2.1.b_3. Competency measures related to math for History & Social Sciences Secondary Education candidates.

Course	11/12 (5)	12/13 (1)	13/14 (1)	14/15 (3)	15/16 (5)	16/17 (0)
MATH*104				100% 4.00	100% 4.00 (2)	
MATH 105 (old algebra)	50% (2) 3.33			0% 2.00		
MATH*135					100% 4.00 (2)	
MATH*171	100% (1) 4.00					
MATH 106 (old stats)	100% (2) 3.50	100% 4.00	0% 2.00			
MATH 210 (new stats)					100% 3.67 (4)	
Praxis I or Core Math or SAT Math (Average Score)	177.5 (2) 566.6 (3)	177	180	176.5 (2) 530 (1)	181.5 (2) 555 (2)	

Table 2.1.b_4. Competency measures related to math for English Secondary Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (2)	14/15 (2)	15/16 (0)	16/17 (1)
CS 100			100% 4.00 (1)			
MATH*104	100% (1)			100% 2.67 (1)		
MATH 105 (old 104)			50% TR			
MATH 106 (old statistics)	100% (1)					
MATH 135						100% 3.00
MATH 171				0% 2.00 (1)		
Praxis I or Core Math or SAT Math (Average Score)	560 (1) 173 (1)		580 (1) 179 (1)	183.5		550

In 2014, EDUC 348 Perspectives on Math and Science Initiatives (Appendix 1-7) was developed as an elective course. The premise behind its development was to allow VWU candidates to understand reform and theory in the STEM education disciplines. It began as a class rooted in theory and in the second year, it was redeveloped to incorporate field experiences in which students would collect and analyze data in order to modify or suggest modifications to STEM-related curriculum and instruction. Through a culminating assignment in this course [Final Assessment Report], candidates were tasked to collect and analyze real data which encouraged them to “solve mathematical problems, communicate and reason mathematically, and make mathematical connections,” as stated in the standard. In the fall of 2015, in place of the more generic InTASC 4 rubric, a unit plan assessment was developed within EDUC 329 (Appendix 3-11) that incorporated criteria related to candidates’ accurate demonstration of content knowledge. Because math plans are a part of this assignment, students must provide math plans that reveal their knowledge of math. Tables 2.1.b_5 and 2.1.b_6 illustrate the number of students performing at an acceptable level or above on specific criteria related to candidates’ Final Assessment Report and Unit Plan. In 2017, a new assignment within EDUC 329 (Appendix 3-11) incorporated a rubric specific to math lesson plans, which will provide us a new data point related to mathematical competencies for future elementary candidates.

Table 2.1.b_5. 2015-2016 Professional Education course assessment specifically related to mathematics for Elementary Education candidates.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 348	Final Assessment Report (Modify Inst)	3	100
EDUC 348	Final Assessment Report (Resp. Learner)	3	100
EDUC 348	Final Assessment Report (Data Balance)	3	100
EDUC 348	Final Assessment Report (Data Analysis)	3	100
EDUC 329	Unit Plan (Direct)	4	100
EDUC 329	Unit Plan (Independent)	4	100

Table 2.1.b_6. 2016-2017 Professional Education course assessment specifically related to mathematics for Elementary Education candidates.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 348	Final Assessment Report (Modify Instruction)	1	100
EDUC 348	Final Assessment Report (Response to Learner)	1	100

Table 2.1.c_2. Competency measures related to science for Special Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
BIO 100 or 131/132TR	100%		75% 3.34	40% 3.67		100% 4.00
EES 130			50% (2)	66% 2.84 (2/3)		
EES 131			100% 4.00 (1)	0% (1)		100% 4.00
EES 132	100% 4.00 (1)		0% 2.00 (1)	100% 3.67 (1)		
EES 133	0% 2.33 (1)			100%		
PHSC 100	100% 4.00		100%			100% 4.00
Praxis multiple subjects Science (Average Score)				173 (1)		
InTASC 4	NA		100% (1)	100% (5)		NA
InTASC 5	NA		100% (1)	100% (4)		100% (1)
InTASC 7	NA		75% (4)	100% (4)		NA
Teaching Observation %>Developing	100%		100%	100%		100%

Table 2.1.c_3. Competency measures related to science for History and Social Sciences Secondary Education candidates.

Course	11/12 (5)	12/13 (1)	13/14 (1)	14/15 (3)	15/16 (5)	16/17 (0)
BIO 100 or 131/132TR	0%			0%	100%	
BIO 120 & 121L	100%					
BIO 132					100% 4.00 (1)	
BIO 460					100% 3.67 (1)	
CHEM 117 & 118L	100% 3.00					
EES 130	100% 3.50 (2)					
EES 131				100%	100%	
EES 133					100%	

EES 200	100%	100%	100%			
EES 210				100%	3.00	(1)

Table 2.1.c_4. Competency measures related to science for English Secondary Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (2)	14/15 (2)	15/16 (0)	16/17 (1)
BIO 100						100% 4.00
BIO 131/132TR	100% (1)			100% 3.33 (1)		
CHEM 105	100% (1)					
EES 131				0% 1.67 (1)		
EES 200			100% 2.67 (1)			
PHYS 142	100% (1)					
PHYS 143	100% (1)					

In the fall of 2015, in place of the more generic InTASC 4 rubric, a unit plan assessment was developed for EDUC 329 (Appendix 3-11) that incorporated criteria related to Elementary Candidates accurate demonstration of content knowledge. Because science plans are a part of this assignment, students must provide plans that reveal their knowledge of science. Tables 2.1.c_6 and 2.1.c_7 illustrate the number of students performing at an acceptable level or above on specific criteria related to candidates' unit plan. In 2017, a new assignment within EDUC 329 (Appendix 3-11) incorporated a rubric specific to science lesson plans, which will provide us a new data point related to science competencies for future elementary candidates. A similar assignment and rubric will also be used in SPED 384 (Appendix 3-19) when next offered.

Table 2.1.c_6. 2015-2016 Professional Education course assessment specifically related to science for Elementary Education candidates.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 329	Unit Plan (Direct)	4	100
EDUC 329	Unit Plan (Independent)	4	100

Table 2.1.c_7. 2016-2017 Professional Education course assessment specifically related to science for Elementary Education candidates.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 329	Unit Plan (Direct)	2	100

EDUC 329	Unit Plan (Independent)	2	100
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In academic year 2014-15, EDUC 348 Perspectives on Math and Science Initiatives (Appendix 1-7) was developed as an elective course. The premise behind its development was to allow VWU candidates to understand reform and theory in the STEM disciplines. It began as a class rooted in theory and in the second year, it was redeveloped to incorporate field experiences involving students in developing and implementing integrative STEM learning experiences in school contexts. Although it is not a formal observational assessment, Education faculty and practicing teachers provide helpful feedback to students directly after they implement a STEM lesson seven times. If an issue surfaces regarding a candidates' understanding of science content or skills, the faculty member is be able to address this before practicum and student teaching. So far, every candidate who has taken the course has performed very well, and practicing teachers have only had nice things to say. An excerpt from one of many emails after candidates taught a lesson is provided below.

“Dr. McConnell,
Thank you for the data from the wonderful science experiment! The [elementary] students really enjoyed the event, and learned the scientific method in action. I hope the rest of the year is a successful one for you! It was great to see you and visit with you.”

In EDUC 329 (Appendix 3-11) and EDUC 366 (Appendix 3-10), candidates also had a chance to develop and implement hands-on lessons for the STEM Outdoor Laboratory at the NAS Oceana Air Show. During this event, candidates developed learning activities for 5th grade students that taught them about STEM careers—in 2017 in particular, the learning activities centered on the careers of electrical engineers, boatswain’s mates, and naval architects. This was another field experience where VWU Education candidates were able to demonstrate their knowledge of STEM specific disciplinary knowledge and skills, though it was not formally assessed.

Standard 2.1.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.

Education candidates demonstrate history and social science competencies in various VWU courses explicated in **Table 2.1.d_1**, standardized test subsections related to history and social science, and through demonstrating history and social science related competencies while in professional education courses or professional teaching contexts. In order to understand how our candidates are performing, we collect GPA data from various courses and the subsection of standardized tests related to history. Within professional education coursework, we collect data from course embedded performance assessments and observational data during student teaching.

Table 2.1.d_1. Courses meeting history and social studies competencies for Special Education and Elementary Education candidates.

Course	Knowledge and Skills
GEOG*111	Geography
HIST*111	World History
HIST*116	US History

POLS*335	Government/Political Science
MBE*100	Economics

Tables 2.1.d_2- 2.1.d_5 provides the percentage of candidates in each cohort scoring a B or above in history related courses, the average score for standardized test subsections related to history, and the amount of candidates scoring at an acceptable level or above on teaching observation criteria related history.

Table 2.1.d_2. Competency measures related to history and social science for Elementary Education candidates.

Course	11/12 (20)	12/13 (13)	13/14 (12)	14/15 (12)	15/16 (5)	16/17 (5)
GEOG*111	67%	100%	83%	100%	100%	50%
HIST*111	50%	77%	25%	60%	67%	0%
HIST*116			67%	43%	0%	33%
POLS*335	40%	84%	42%	75%	67%	40%
MBE*100	64%	77%	0%	50%	75%	40%
Praxis multiple subjects History and Social Science (Average Score)	NA	NA	NA	169	173	175
InTASC 4	100% (10)	100% (13)	100% (7)	100% (1)	NA	100% (2)
InTASC 5	100% (1)	100% (11)	100% (4)	100% (11)	100% (5)	100% (2)
InTASC 7	100% (11)	100% (13)	97% (11)	92% (12)	80% (5)	80% (5)
Observational Performance Assessment %>Developing	100%	100%	100%	100%	100%	100%

Table 2.1.d_3. Competency measures related to history and social science for Special Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
HIST 111 (world)	100%		75% 3.16	100%		100% 4.00
HIST 113 (old US I)	100%		50% 3.50			
HIST 114 (old US II)	100%		75% 3.67			
HIST 116 (new US)				100% 3.33		100% 4.00
MBE 100 (Economics)	50% 3.67		100% 3.33	60% 3.11		100% 4.00
Upper level "H"*	100% 3.50		100% 3.33			
ARTH 333, 341, or 351	100% 4.00 (1)			100% 3.75 (4)		100% 4.00
POLS 335 (or 337)	100% 3.50		75% 3.17	100% 3.34		100% 4.00
GEOG 111 (Physical)			100% 3.33	100% 3.67		100% 4.00

Praxis multiple subjects Social Studies (Average Score)				184 (1)		
InTASC 4			100% (1)	100% (2)		100% (1)
Teaching Observation %>Developing	100%		100%	100%	100%	100%

*Historical Perspectives (H) courses meet Frames of Reference graduation requirements

Table 2.1.d.4. Competency measures related to history and social science for Secondary History Education candidates.

Course	11/12 N=5	12/13 N=1	13/14 N=1	14/15 N=3	15/16 N=5	16/17 N=0
HIST*111	100%	100%	100%	100%	100%	
HIST*112	100%	100%	100%	100%	100%	
HIST*113	0%	100%	100%			
HIST*114		100%	100%			
HIST*116					100%	
HIST*260	100%			100%	75%	100%
GEOG*113	100%	100%	100%	100%	100%	100%
MBE*201	50%	100%	100%	50%	50%	
POLS*335	100%	100%	100%	50%	100%	100%
POLS*103		100%		100%		
POLS*206			100%	100%	100%	
POLS*317	100%					
POLS*320	100%			100%		100%
POLS*250	100%				100%	
POLS*344					0%	
POLS*348	100%					
Praxis Subject Assessment	175	169	167	171	175	

Table 2.1.d.5. Competency measures related to history and social science for Secondary English Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (2)	14/15 (5)	15/16 (0)	16/17 (1)
HIST 111 (world hist)						
HIST 113 (old US I)			100% 3.00 (1)	100% 3.00 (1)		
HIST 114 (old US II)	100% (1)			100% 4.00 (1)		
HIST 237	100% (1)					
HIST 250				100% 4.00 (1)		
HIST 252						100% 3.00
POLS 112, 335 (or 337)	100% (1)		0% 2.00 (1)	100% 4.00 (1)		

GEOG 112 (Cultural)						100% TR
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In the fall of 2015, in place of the more generic InTASC 4 rubric, a unit plan assessment was developed for EDUC 329 (Appendix 3-11) that incorporated criteria related to candidates accurate demonstration of content knowledge. Because history plans are a part of this assignment, students must provide plans that reveal their knowledge of history/social science. Tables 2.1.d_6 and 2.1.d_7 illustrate the number of students performing at an acceptable level or above on specific criteria related to candidates' unit plan. In 2017, a new assignment within EDUC 329 (Appendix 3-11) incorporated a rubric specific to history/ social science lesson plans, which will provide us a new data point related to these competencies for future elementary candidates. A similar assignment and rubric will be incorporated into SPED 384 (Appendix 3-19) when next offered.

Table 2.1.d_6. 2015-2016 Professional Education course assessment specifically related to history for Elementary Education candidates.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 329	Unit Plan (Direct)	4	100
EDUC 329	Unit Plan (Independent)	4	100

Table 2.1.d_7. 2016-2017 Professional Education course assessment specifically related to history for Elementary Education candidates.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 329	Unit Plan (Direct)	2	100
EDUC 329	Unit Plan (Independent)	2	100

Standard 2.1.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.

Education candidates demonstrate a breadth of knowledge through the broad-based liberal arts curriculum offered at VWU. The general studies curriculum at VWU requires all students to complete one course in each of seven Frames of Reference. The Frames of Reference provide a breadth of knowledge for all VWU graduates. VWU candidates must also demonstrate competency in one foreign language before graduation. Both the Frames of Reference and the foreign language requirements are described in full on the [VWU website](#). All completers must have met these requirements in order to graduate.

Although candidates are provided the opportunity to choose between various classes to meet the Frames of Reference requirement for graduation, some courses address certain aspects of this standard in required Education coursework. All education candidates in the Elementary, Secondary, and Prek-12 programs take EDUC 225 (Appendix 3-16) to address critical knowledge needed to understand the physical, social, and psychological development of learners. Candidates seeking licensure in special education: general curriculum K-12 take PSY 205 (Appendix 3-17) to address the aforementioned competencies. All

candidates must take INST 202 (Appendix 1-6) to address philosophies related to learning, education policy, and education institutions. In the Special Education and Elementary Education programs, candidates are required to take ENG 317 (Appendix 3-20) in order to learn about literature they may teach to PK-6 students. Table's 2.1.e_1- 2.1.e_3 provide the percentage of candidates in each cohort scoring a B or above in courses related to this standard by program.

Table 2.1.e_1. Course competency measures related to supporting knowledge that contribute to a broad-based liberal education for Elementary Education candidates.

Course	11/12 (20)	12/13 (13)	13/14 (12)	14/15 (12)	15/16 (5)	16/17 (5)
EDUC*225	41%	92%	67%	75%	100%	25%
ENG*317	50%	77%	67%	67%	60%	60%
INST*202	41%	62%	50%	73%	50%	25%

Table 2.1.e_2. Course competency measures related to supporting knowledge that contribute to a broad-based liberal education for Special Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
PSY*205	100%		100%	60%		100%
ENG*317	100%		100%	80%		100%
INST*202	100%		75%	80%		100%

Table 2.1.e_3. Course competency measures related to supporting knowledge that contribute to a broad-based liberal education for Secondary Education and preK-12 candidates.

All VWU students are required to take a Literary Textual Analysis (T) course that helps students refine their writing and literary analytical skills. (Table below includes *all* secondary and preK-12 completers.)

Course	11/12 (8)	12/13 (2)	13/14 (3)	14/15 (6)	15/16 (6)	16/17 (1)
EDUC 225	83%	100%	100%	67%	60%	0%
Literary T course	86%	50%	67%	100%	100%	100%
INST 202	100%	100%	100%	67%	80%	100%

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

As referenced on the [VWU website](#), “the professional education programs at Virginia Wesleyan University are periodically reviewed by the State Department of Education and have been designated by the State Board of Education as state approved. Students seeking teacher certification must formally apply for admission to the Professional Education Program.” Students wishing acceptance into the education program must apply to the program, complete specific requirements and meet certain criteria.

Acceptance into the education program will allow candidates to take multiple upper level education courses as well as student teach. To be accepted into the teacher education program, candidates must complete an application, pass all parts of the Praxis Core Academic Skills for Educators (or have qualifying SAT scores), have a GPA of 2.8, achieve a grade of C or better in the pre-admission courses INST 202 (Appendix 1-6), INST 203 (Appendix 1-11), and EDUC 225 (Appendix 3-16) (or PSY 205 (Appendix 3-17) if seeking an endorsement in special education), complete and submit results from the Focus 2 assessment and accompanying reflective essay, complete and pass the Child Abuse and Neglect Recognition and Intervention Module and submit a

certificate of completion. Table's 2.1.f_4- 2.1.f_6 provide average scores for those candidates that took the Praxis Core. Candidates that did not take the Praxis Core had qualifying SAT scores.

Table 2.1.f_4. Elementary Education Praxis Core Mean Scores.

Assessment	11/12 (20)	12/13 (13)	13/14 (12)	14/15 (12)	15/16 (5)	16/17 (5)
Praxis Core (Average Score)	536	SAT Equiv	539	533	534	534

Table 2.1.f_5. Special Education Praxis Core (Math Only) Mean Scores.

Assessment	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
Praxis Core (Average Score)	187	0	181	180		SAT

Table 2.1.f_6. Secondary Education Praxis Core Mean Scores.

Assessment	11/12 (6)	12/13 (1)	13/14 (1)	14/15 (6)	15/16 (6)	16/17 (1)
Praxis I or Core Math or SAT Math (Average Score for History Secondary Candidates)	177.5 (2) 566.6 (3)	177	180	176.5 (2) 530 (1)	181.5 (2) 555 (2)	
Praxis I or Core Math or SAT Math (Average Score for English Candidates)	560 (1) 173 (1)		580 (1) 179 (1)	183.5		550

All students seeking endorsement in History and Social Sciences 6-12, elementary preK-6, or special education: general curriculum K-12 must pass the Virginia State and Local Civic Education Module and submit a certificate of completion.

All completers of the program in the last six years have successfully completed and passed the required assessments mentioned above.

Standard 2.1.g: Candidates achieve passing scores on professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.

Following admission to the Education Program, a teacher candidate is required to complete the following requirements prior to the pre-service teaching semester; maintain good standing in the department, maintain the required GPA in your endorsement area major. maintain an overall GPA of 2.8 each semester after admission to program, achieve grades of C or better in ALL Professional Studies Education courses. take and pass the VCLA (Virginia Communication and Literacy Assessment), submit a negative TB test result to the Education Department prior to practicum, provide evidence of completion of the Dyslexia Awareness Training Module, provide the required Background Clearance Check prior to your practicum course. provide evidence of completion of a certification or training program in emergency first aid, hands-on training for CPR. & use of AED, such as a program developed by the American Heart Association or the American Red Cross, submit passing scores on the appropriate Praxis Subject Area Test prior to applying and registering for pre-service teaching.

All candidates seeking endorsement in Elementary or Special Education must also pass the Reading for Virginia Educators (RVE) assessment upon completion of EDUC 320 (Appendix 1-8) and EDUC 321 (Appendix 1-9), and prior to pre-service teaching.

All completers of Education Programs in the last six years have successfully completed and passed the required assessments mentioned above. Tables 2.1.g_1 – 2.1.g_4 provide average passing scores for the standardized tests for each cohort within each program.

Table 2.1.g_1. Elementary Education Standardized Test Mean Scores.

Assessment	11/12 (20)	12/13 (13)	13/14 (12)	14/15 (12)	15/16 (5)	16/17 (5)
VCLA (Average Score)	539.4	557.0	537.7	527.9	530.2	497.4
RVE (Average Score)	212.3 (VRA)	168.8	174.8	174.7	178.0	169.4
Praxis multiple subjects (Average Score)	165	175	170	161	173	174

Table 2.1.g_2. Special Education Standardized Test Mean Scores.

Assessment	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
VCLA (Average Score)	560		536	529		547
RVE			183.5	182.5		185
VRA	264					

Table 2.1.g_3. Secondary English Education Standardized Test Mean Scores.

Course	11/12 N=2	12/13 N=0	13/14 N=2	14/15 N=2	15/16 N=0	16/17 N=1
VCLA (Average Score)	560		538	553		507
Praxis English: Subject Assessment	177		179	184		182

Table 2.1.g_4. Secondary History Education Standardized Test Mean Scores.

Assessment	11/12 N=5	12/13 N=1	13/14 N=1	14/15 N=3	15/16 N=5	16/17 N=0
VCLA (Average Score)	562.4	561	560	543.33	554.25	
Praxis History/Social Studies: Subject Assessment	175	169	167	171	175	

Standard 2.2: 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.

Professional Education courses provide candidates several opportunities to develop and then 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. While some of the contexts for these

opportunities are in-class assignments, many are when candidates are in the field working with K-12 students. At VWU, we believe it is important for students to take part in field experiences early and then throughout the program. Although many of the field experiences do not involve a formal assessment from which quantitative data are gathered, candidates demonstrate the elements required in this standard, which allows for informal formative assessment. In the following sections, we provide examples of learning experiences in which candidates demonstrate this standard, and we will also provide indicators of candidates' achievement of it.

Standard 2.2.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.

2.2.a (Part 1) Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth

Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, cognitive development of children and youth, and contemporary issues including diversity through VWU coursework and field experiences. EDUC 225 (Appendix 3-16) – Characteristics of the Learner, and SPED 371 – Foundations/Legal/Ethical Issues in Education (Appendix 3-3) are courses that build extensive foundational knowledge and skills in these areas. Special-education candidates develop this knowledge and attain these skills in PSY 205 – Lifespan Developmental Psychology (Appendix 3-17), and in subsequent special-education coursework. Course-embedded performance assessments administered in the Education Program are related to InTASC 1 and 2, which are also directly related to the aforementioned standard. Candidates are also observed during their practicum experiences and during student teaching (Appendix 1-14) on several aspects related to this standard. Tables 2.2.a_1- 2.2.a_3 below provide the percentage of candidates scoring at a B or above in these courses, the percentage of candidates performing at an acceptable level or above on the aforementioned InTASC rubrics, and the percentage of candidates scoring at or above an acceptable level on observational performance measures related to this standard. Numbers of candidates assessed within the cohort are in parentheses beside the percentages.

Table 2.2.a_1. Competency measures related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth for Elementary Education candidates.

Course	11/12 N=20	12/13 N=13	13/14 N=12	14/15 N=12	15/16 N=5	16/17 N=5
SPED*371	63%	54%	67%	82%	100%	80%
EDUC*225	41%	92%	67%	75%	100%	25%
INTASC 1 (cognitive)	100%(9)	100%(6)	100%(5)	No data	No data	100%(2)
INTASC 1 (affective)	78%(9)	100%(6)	100%(5)	No data	No data	100%(2)
INTASC 2 (Diff for Ability)	100%(9)	100%(10)	100%(11)	100%(12)	100%(3)	100%(3)
INTASC 2 (Diff for Ability)	89% (9)	100%(10)	100%(11)	100%(12)	100%(3)	100%(3)

INTASC 2 (cultural diversity)	78% (9)	100%(10)	100%(11)	100%(12)	100%(3)	100%(3)
Observational Performance Assessment %>Developing	100%	100%	100%	100%	100%	80%

Table 2.2.a_2. Competency measures related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth for Special Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
PSY*205	100%		75%	100%		100%
SPED*371	100%		100%	100%		100%
SPED*384	100%		100%	100%		100%
SPED*385	0%		75%	100%		100%
InTASC 1	No Data		No Data	No Data		100% (1)
InTASC 2	No Data		100% (3)	100% (2)		100% (1)
Observational Performance Assessment %>Developing	100%		100%	100%		100%

Table 2.2.a_3. Course competency measures related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth for Secondary Education candidates.

Course	11/12 (6)	12/13 (1)	13/14 (1)	14/15 (6)	15/16 (6)	16/17 (1)
EDUC 225	83%	100%	100%	67%	60%	0%
SPED 370	100%	100%	100%	75%	80%	100%
InTASC 1	No Data	100% (1)				
InTASC 2	No Data	No Data	100% (1)	100% (1)	100% (4)	100% (1)
Observational Performance Assessment %>Developing	100%	100%	100%	100%	83%	0%

In the academic year 2015-2016, EDUC 348 (Appendix 1-7), EDUC 366 (Appendix 3-10), and EDUC 329 (Appendix 3-11) incorporated criteria into certain assessments where candidates demonstrated knowledge, skills, and dispositions related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth. In addition, a dispositional assessment was administered in various classes beginning in that academic year. **Tables 2.2.a_4 and 2.2.a_5** illustrates the number of students scoring at or above an acceptable level on the rubric.

Table 2.2.a_4. 2015-2016 Professional Education course assessment specifically related to Elementary Education candidates' knowledge, skills, and dispositions related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 366	Final Management Plan (Students with Special Needs)	1	100
Varied	Dispositional Assessment (Diversity)	8	100
EDUC 329	Unit Plan (Differentiation)	4	100
EDUC 329	Unit Plan (Materials)	4	100
EDUC 348	STEM Final Assessment Report (Modify Instruction)	3	100
EDUC 348	STEM Final Assessment Report (Response to Learner)	3	100
EDUC 348	STEM Resource Analysis (Differentiation)	3	100
EDUC 348	STEM Teaching Observation (Diversity)	3	100

Table 2.2.a_5. 2016-2017 Professional Education course assessment specifically related to Elementary Education candidates' knowledge, skills, and dispositions related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 366	Final Management Plan (Students with Special Needs)	4	100
Varied	Dispositional Assessment (Diversity)	8	100
EDUC 329	Unit Plan (Differentiation)	2	100
EDUC 329	Unit Plan (Materials)	2	100
EDUC 348	STEM Final Assessment Report (Modify Instruction)	0	NA
EDUC 348	STEM Final Assessment Report (Response to Learner)	0	NA

EDUC 348	STEM Resource Analysis (Differentiation)	0	NA
EDUC 348	STEM Teaching Observation (Diversity)	0	NA

A field experience within SPED 371 (Appendix 3-3) exposes candidates to the practical side of theory connected to knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth. In SPED 371 (Appendix 3-3), Elementary and Special-Education candidates visit inclusion classrooms where they observe/participate alongside general education teachers and special education teachers working together to teach diverse student populations. Candidates are able to see first-hand how curriculum is adjusted due to the particular needs of students. Often, VWU students are able to work with K-5 students during this field-based activity, providing them much needed hands-on and practical links related to content just learned in the classroom. Although, no formal summative assessment is collected, candidates debrief about the visit, and complete a reflective written piece in SPED 371 (Appendix 3-3) (Appendix 3-4) to demonstrate their understanding of the experience.

2.2.a (Part 2) Candidates demonstrate the ability to apply knowledge and skills related the complex nature of language acquisition and reading

Although the rubrics and GPAs in the above section relate to language acquisition and reading, there are specific courses and experiences in which candidates demonstrate the ability to apply knowledge and skills related to the complex nature of language acquisition and reading. Special Education and Elementary Education Candidates explore theory related to these topics in depth in EDUC 320 (Appendix 1-8) and 321 (Appendix 1-9) and then have opportunities to participate in focused observations of reading instruction in classroom contexts through field experiences. In Spring 2017, EDUC 321 (Appendix 1-9) candidates had opportunities to assess students and provide targeted instruction in a field experience under the direction of literacy specialists. In EDUC 319 (Appendix 1-10), this topic is discussed through a secondary-education lens. Table 2B1_6 - 2B1_8 provides the average GPA per cohort for these courses and related standardized test averages.

Table 2.2.a_6. Competency measures related to the knowledge and skills related to the complex nature of language acquisition and reading for Elementary Education candidates.

Course	11/12 N=20	12/13 N=13	13/14 N=12	14/15 N=12	15/16 N=5	16/17 N=5
EDUC 320	50%	77%	58%	75%	100%	80%
EDUC 321	46%	77%	75%	100%	100%	80%
EDUC 320 Phonics Test	100%	100%	100%	100%	100%	100%
RVE (Average Score)		168.8	174.8	174.7	178.0	169.4
VRA	226					

Table 2.2.a_7. Competency measures related to the knowledge and skills related to the complex nature of language acquisition and reading for Special Education Candidates.

Course	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
EDUC 320	100%		100%	100%		100%

EDUC 321	100%		100%	100%		100%
EDUC 320 Phonics Test	100%		100%	100%		100%
RVE			183.5	182.5		185
VRA	264					

Table 2.2.a_8. Competency measures related to the knowledge and skills related to the complex nature of language acquisition and reading for Secondary Education candidates.

Course	11/12 (6)	12/13 (1)	13/14 (1)	14/15 (6)	15/16 (6)	16/17 (1)
EDUC 319	100%	100%	100%	100%	100%	100%

In EDUC 320 (Appendix 1-8), elementary and special education candidates must successfully complete a phonics test from the required course text before the completion of the course. This test helps to prepare them for the RVE, which they will take the following semester. Candidates in EDUC 320 (Appendix 1-8) also enjoy a field experience where they observe K-5 student reading instruction across several contexts. This allows candidates to see reading instruction in practical contexts, and to become familiar with contemporary reading instruction methods. Candidates observe programs like Achieve 3000, Read 180, and other contemporary reading programs. EDUC 321 (Appendix 1-9) involves students in completing a Reading Unit Plan that allows them to demonstrate their knowledge and skills related to this standard. The piloted rubric

[Link to EDUC 321 Rubric] from the spring 2017 semester will be modified slightly and then incorporated into our assessment in the spring of 2018. Through the VWU/Bayside MS Partnership [link to this area in doc], candidates in EDUC 321 (Appendix 1-9) take part in field experiences where they have opportunities to observe/participate in the assessment/remediation of students on many different reading levels. Although, no formal summative assessment is collected for this assignment, candidates debrief in-depth about the field experience.

2.2.a (Part 3) Candidates demonstrate the ability to apply knowledge and skills related to the appropriate use of technology and diversity

INST 203 (Appendix 1-11) is a course in which Education candidates have the opportunity to demonstrate their ability to apply knowledge and skills related to the appropriate use of technology.

Tables 2.2.a_9 - 2.2.a_11 provide the percentage of candidates earning a B or better in this course, and the % of students performing at an acceptable level or above on student teaching evaluations.

Table 2.2.a_9. Competency measures related to the ability to apply knowledge and skills related to the appropriate use of technology for Elementary Education candidates.

Course	11/12 N=20	12/13 N=13	13/14 N=12	14/15 N=12	15/16 N=5	16/17 N=5
INST*203	80%	69%	71%	100%	100%	80%
Observational Performance Assessment %>Developing	100%	100%	100%	100%	100%	80%

Table 2.2.a_10. Competency measures related to the ability to apply knowledge and skills related to the appropriate use of technology for Special Education candidates.

Course	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
INST 203	100%		75%	100%		100%

Observational Performance Assessment %>Developing	100%		100%	100%		100%
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Table 2.2.a_11. Competency measures related to the ability to apply knowledge and skills related to the appropriate use of technology for Secondary Education candidates.

Course	11/12 (6)	12/13 (1)	13/14 (1)	14/15 (6)	15/16 (6)	16/17 (1)
INST*203	83%	100%	100%	83%	83%	100%
Observational Performance Assessment %>Developing	100%	100%	100%	100%	83%	100%

Within INST 203 (Appendix 1-11), there are several assignments related to the appropriate use of technology that will be addressed in upcoming sections, but the blog assignment is one that directly addresses issues of diversity, learner differences, and the appropriate use of technology. Table’s 2.2.a_12-2.2.a_14 delineate different measures within the blog assignment related to this standard across cohorts and programs.

Table 2.2.a_12. Competency measures related to the ability to apply knowledge and skills related to the appropriate use of technology and diversity for Elementary Education candidates.

INST 203 Blog Assignment Criteria	11/12 N=20	12/13 N=13	13/14 N=12	14/15 N=12	15/16 N=5	16/17 N=5
Language Diversity	100%(3)	100%(1)	100%(3)	100%(9)	100%(5)	100%(5)
Digital Divide	100%(3)	100%(1)	100%(3)	100%(9)	100%(5)	100%(5)
Gender Gap	100%(3)	100%(1)	100%(3)	100%(9)	100%(5)	100%(5)
Fair Use	100%(3)	100%(1)	100%(3)	100%(9)	100%(5)	100%(5)
Acceptable Use Policies	100%(3)	100%(1)	100%(3)	100%(9)	100%(5)	100%(5)
Child Safety	100%(3)	100%(1)	100%(3)	100%(9)	100%(5)	100%(5)

Table 2.2.a_13. Competency measures related to the ability to apply knowledge and skills related to the appropriate use of technology and diversity Special Education candidates.

INST 203 Blog Assignment Criteria	11/12 (2)	12/13 (0)	13/14 (4)	14/15 (5)	15/16 (0)	16/17 (1)
Language Diversity	No data		No data	100%(5)		100%(1)
Digital Divide	No data		No data	100%(5)		100%(1)
Gender Gap	No data		No data	100%(5)		100%(1)
Fair Use	No data		No data	100%(5)		100%(1)
Acceptable Use Policies	No data		No data	100%(5)		100%(1)
Child Safety	No data		No data	100%(5)		100%(1)

Table 2.2.a_14. Competency measures related to the ability to apply knowledge and skills related to the appropriate use of technology and diversity Secondary Education candidates.

INST 203 Blog Assignment Criteria	11/12 (6)	12/13 (1)	13/14 (1)	14/15 (6)	15/16 (6)	16/17 (1)
Language Diversity	No data	100%(1)	100%(1)	100%(3)	100%(4)	100%(1)
Digital Divide	No data	100%(1)	100%(1)	100%(3)	100%(4)	100%(1)
Gender Gap	No data	100%(1)	100%(1)	100%(3)	100%(4)	100%(1)

Fair Use	No data	100%(1)	100%(1)	100%(3)	100%(4)	100%(1)
Acceptable Use Policies	No data	100%(1)	100%(1)	100%(3)	100%(4)	100%(1)
Child Safety	No data	100%(1)	100%(1)	100%(3)	100%(4)	100%(1)

Standard 2.2.b: Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods for teaching the content area, classroom and behavior management, selection and use of teaching materials, and evaluation of student performance.

Candidates 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 through course grades, related coursework, standardized tests, and field experiences. Methods courses and professional education courses that involve planning or implementation of lessons provide opportunities for candidates to learn and demonstrate knowledge and skills related to principles of learning and methods of teaching.

Tables 2.2.b_1- 2.2.b_3 below provides the percentage of candidates scoring at a B or above in courses related to aforementioned knowledge and skills, the percentage of candidates performing at an acceptable level or above on the related InTASC rubrics, and the percentage of candidates scoring at or above an acceptable level on observational performance measures related to this standard. In cases where numbers of candidates measured is different from the numbers of candidates in the cohort, the N is in parentheses beside the percentages. Although the parentheses represent the number of candidates assessed, they do not represent how many times each candidate was assessed. For example, in Table 2.2.b_1, in academic year 13/14, InTASC 7 measurements show that 97% of student ratings were above “Developing,” yet only 11 candidates were measured. Although only 11 candidates were measured, they were measured more than once. To be precise, there were 34 ratings and one candidate was rated as “Developing” only one time. Thus, 33 out of 34 ratings were above “Developing” and a measure of 97% was calculated.

Table 2.2.b_1. Courses, InTASC Measures, and Observational Performance Assessments related to methods, management, and student assessment for Elementary Education candidates.

Course	11/12 N=20	12/13 N=13	13/14 N=12	14/15 N=12	15/16 N=5	16/17 N=5
EDUC*320	50%	77%	58%	75%	100%	80%
EDUC*321	46%	77%	75%	100%	100%	80%
EDUC*329	54%	77%	75%	100%	100%	80%
EDUC*330	75%	100%	67%	100%	100%	60%
EDUC*366	48%	77%	75%	100%	100%	80%
EDUC*434	69%	92%	83%	86%	100%	100%
EDUC*435	80%	100%	83%	100%	100%	100%
SPED*371	63%	56%	66%	82%	100%	80%
INST*203	80%	67%	75%	100%	100%	80%
InTASC 3	100% (3)	100% (13)	100% (11)	100% (12)	100% (4)	100% (4)
InTASC 4	100% (10)	100% (13)	100% (7)	100% (1)	NA	100% (2)
InTASC 5	100% (1)	100% (11)	100% (4)	100% (11)	100% (5)	100% (2)

InTASC 6	100% (8)	100% (12)	98% (11)	100% (12)	100% (5)	100% (2)
InTASC 7	100% (11)	100% (13)	97% (11)	92% (12)	80% (5)	80% (5)
InTASC 8	100% (8)	100% (13)	100% (11)	100% (12)	100% (5)	100% (5)
RVE (Average Score)	212.3 (VRA)	168.8	174.8	174.7	178.0	169.4
Observational Performance Assessment Methods %>Developing	100%	100%	100%	100%	100%	80%
Observational Performance Assessment Management %>Developing	100%	100%	100%	100%	100%	100%
Observational Performance Assessment Assessment %>Developing	100%	100%	100%	100%	100%	80%

Table 2.2.b.2. Courses, InTASC Measures, and Observational Performance Assessments related to methods, management, and student assessment for Special Education candidates.

Course	11/12 N=2	12/13 N=0	13/14 N=4	14/15 N=5	15/16 N=0	16/17 N=1
SPED*384	100%		100%	100%		100%
SPED*376	100%		100%	100%		100%
EDUC*364						100%
EDUC*320	100%		100%	100%		100%
EDUC*321	100%		100%	100%		100%
SPED*385	0%		25%	75%		100%
SPED*438	100%		100%	100%		100%
SPED*439	100%		100%	100%		100%
SPED*465				100%		
SPED*466				100%		
SPED*382	100%			100%		100%
InTASC 3	NA		100% (4)	100% (2)		NA
InTASC 4	NA		100% (1)	100% (5)		NA
InTASC 5	NA		100% (1)	100% (4)		100% (1)
InTASC 6	NA		100% (4)	100% (5)		NA
InTASC 7	NA		75% (4)	100% (4)		NA
InTASC 8	NA		100% (4)	100% (5)		100% (1)
RVE	VRA 264		182.5	159		185
Observational Performance Assessment Methods %>Developing	100%		100%	100%		100%
Observational Performance Assessment	100%		100%	100%		0%

Management %>Developing						
Observational Performance Assessment %>Developing	100%		100%	100%		100%

Table 2.2.b_3. Courses, InTASC Measures, and Observational Performance Assessments related to methods, management, and student assessment for Secondary Education candidates.

Measure	11/12 N=6	12/13 N=1	13/14 N=1	14/15 N=6	15/16 N=6	16/17 N=1
EDUC*375	100%	100%	100%	75%	80%	100%
SPED*370	100%	100%	100%	75%	80%	100%
EDUC*340	100%	100%	100%	75%	60%	100%
EDUC*445	100%	100%	100%	100%	67%	
EDUC*446	100%	100%	100%	100%	67%	
EDUC*463	100%			67%	100%	100%
EDUC*464	100%			67%	100%	100%
EDUC*366	100%	100%	100%	75%	80%	100%
INTASC 3		100% (1)		100% (1)	100% (4)	
InTASC 4			100% (1)		100% (1)	
InTASC 5			100% (1)		100% (1)	100% (1)
InTASC 6			100% (1)		100% (1)	
InTASC 7			100% (1)			
InTASC 8				100% (1)		100% (1)
Observational Performance Assessment Methods %>Developing	100%	100%	100%	100%	80%	100%
Observational Performance Assessment Management %>Developing	100%	100%	100%	100%	80%	0%

Observational Performance Assessment (Assessment) %>Developing	100%	100%	100%	100%	80%	100%
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In the academic year 2015-2016, EDUC 348 (Appendix 1-7), EDUC 366 (Appendix 3-10), and EDUC 329 (Appendix 3-11) incorporated criteria into certain assessments where candidates demonstrated knowledge, skills, and dispositions related to methods, management, and student assessment. Tables 2.2.b_4 and

2.2.b_5 illustrate the number of students scoring at or above an acceptable level on the rubric associated with methods, management, and student assessment.

Table 2.2.b_4. 2015-2016 Professional Education course assessment specifically related to Elementary Education candidates' knowledge, skills, and dispositions related to methods, management, and student assessment.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 366	Final Management Plan	1	100
EDUC 329	Unit Plan (Management)	4	100
EDUC 329	Unit Plan (Methods & Materials)	4	100
EDUC 329	Unit Plan (Assessment)	4	100
EDUC 348	STEM Final Assessment Report (Assessment)	3	100
EDUC 348	STEM Final Assessment Report (Response to Learner)	3	100
EDUC 348	STEM Resource Analysis (Materials)	3	100
EDUC 348	STEM Teaching Observation (Methods)	3	100

Table 2.2.b_5. 2016-2017 Professional Education course assessment specifically related to Elementary Education candidates' knowledge, skills, and dispositions related to methods, management, and student assessment.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 366	Final Management Plan	4	100

EDUC 329	Unit Plan (Management)	2	100
EDUC 329	Unit Plan (Methods & Materials)	2	100
EDUC 329	Unit Plan (Assessment)	2	100

Field experiences in EDUC 366 (Appendix 3-10), 348 (Appendix 1-7), 320 (Appendix 1-8), 321 (Appendix 1-9), 329 (Appendix 3-11), 330 (Appendix 3-12), 340 (Appendix 3-13), SPED 385 (Appendix 3-15) all involve Education Candidates in practical experiences where they are able to observe/participate in contexts related to theory and strategies taught in class. In each of these situations, candidates reflect as a group either orally or in writing. In EDUC 366 (Appendix 3-10) and EDUC 329 (Appendix 3-11), candidates have participated at the STEM Outdoor Laboratory at NAS Oceana Air Show developing and implementing lessons for hundreds of 5th grade students. In EDUC 320 (Appendix 1-8) and 321 (Appendix 1-9), candidates observe/participate in public school contexts during reading/writing lessons using assessment to drive selection of various evidence-based practices. In EDUC 348 (Appendix 1-7), candidates take turns leading the same lesson with multiple classes. K-5 students were assessed and the instruction was modified after debriefing. Data analysis of the data collected from assessments was used to inform further instruction. In all of these experiences, candidates were able to demonstrate and reflect on their implementation of one or all of the elements mentioned in this standard: methods, management, and student assessment.

Not only do VWU professors and clinical faculty assess candidates' demonstration of these standards in field experiences, but also our strengthening partnerships are allowing for more meaningful discussions about candidates' performance with practicing teachers and administrators in the field. In the Elementary Practicum experience (EDUC 330) (Appendix 3-12), the professor meets with cooperating teachers before, during, and after the placement to discuss mutual expectations, candidates' strengths and weaknesses, and candidate readiness for student teaching. In addition to working with individual students and small groups, secondary candidates in EDUC 340 (Appendix 3-13) work with their cooperating teachers to develop and teach three lessons, two of which are evaluated formally. Candidates in SPED 385 (Appendix 3-15) conduct a case-study involving assessment of students and recommending teaching strategies based on assessment results.

Standard 2.2.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.

Candidates demonstrate the ability have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance through course grades, related coursework, standardized tests, and field experiences. Methods courses and professional education courses that involve planning or implementation of lessons provide opportunities for candidates to learn how to and demonstrate a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance. Furthermore, candidates hone their skills in this area by planning and implementing lessons during their practica.

Table 2.2.c_1. Elementary Education courses meeting competencies related to this standard.

Course	Knowledge and Skills
EDUC 320/321, INST 203	Teaching and Assessment
EDUC 329	Planning, Assessment, and Reflection
EDUC 330	All topics in this standard
EDUC 348	All topics in this standard
EDUC 366	All topics in this standard
EDUC 434/461, 435/462	All topics in this standard

Special Education courses meeting competencies related to this standard.

Course	Knowledge and Skills
EDUC 320/321, INST 203	Teaching and Assessment
EDUC 364	All topics in this standard
SPED 376	Teaching, Assessment, and Reflection
SPED 384	Planning, Assessment, and Reflection
SPED 385	All topics in this standard
EDUC 348	All topics in this standard
SPED 438/465, 439/466	All topics in this standard

Secondary Education courses meeting competencies related to this standard.

Course	Knowledge and Skills
INST 203	Teaching and Assessment
SPED 370	Planning, Assessment
EDUC 366	All topics in this standard
EDUC 375	Planning, Assessment, and Reflection
EDUC 340	All topics in this standard
EDUC 445/463, 446/464	All topics in this standard

Tables 2.2.c_2- 2.2.c_4 below provide the percentage of candidates scoring at a B or above in aforementioned courses, the percentage of candidates performing at an acceptable level or above on the related InTASC rubrics, and the percentage of candidates scoring at or above an acceptable level on observational performance measures related to this standard. Numbers of candidates assessed within the cohort are in parentheses beside the percentages.

Table 2.2.c_2. Courses, InTASC Measures, and Observational Performance Assessments related to the ability have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance for Elementary Education Candidates.

Course	11/12 N=20	12/13 N=13	13/14 N=12	14/15 N=12	15/16 N=5	16/17 N=5
EDUC*320	50%	77%	54%	75%	100%	80%
EDUC*321	46%	77%	71%	100%	100%	80%
EDUC*329	54%	77%	77%	100%	100%	80%
EDUC*330	75%	100%	67%	100%	100%	60%
EDUC*366	48%	77%	77%	100%	100%	80%
EDUC*434	69%	92%	86%	86%	100%	100%

EDUC*435	80%	100%	86%	100%	100%	100%
INST*203	80%	69%	71%	100%	100%	80%
InTASC 4	100% (10)	100% (13)	100% (7)	100% (1)	NA	100% (2)
InTASC 5	100% (1)	100% (11)	100% (4)	100% (11)	100% (5)	100% (2)
InTASC 6	100% (8)	100% (12)	98% (11)	100% (12)	100% (5)	100% (2)
InTASC 7	100% (11)	100% (13)	97% (11)	92% (12)	80% (5)	80% (5)
InTASC 8	100% (8)	100% (13)	100% (11)	100% (12)	100% (5)	100% (5)
InTASC 9	100% (3)	100% (12)	100% (11)	100% (12)	100% (5)	100% (5)
Observational Performance Assessment Teaching %>Developing	100%	100%	100%	100%	100%	80%
Observational Performance Assessment Analysis %>Developing	100%	100%	100%	100%	100%	80%
Observational Performance Assessment Planning %>Developing	100%	100%	100%	100%	100%	100%
Observational Performance Assessment Reflection %>Developing	100%	100%	100%	100%	100%	100%

Table 2.2.c_3. Courses, InTASC Measures, and Observational Performance Assessments related to methods, management, and student assessment for Special Education Candidates.

Course	11/12 N=2	12/13 N=0	13/14 N=4	14/15 N=5	15/16 N=0	16/17 N=1
SPED*384	100%		100%	100%		100%
SPED*376	100%		100%	100%		100%
EDUC*364						100%
EDUC*320	100%		100%	100%		100%
EDUC*321	100%		100%	100%		100%
SPED*385	0%		0%	75%		100%
SPED*438	100%		100%	100%		100%
SPED*439	100%		100%	100%		100%
SPED*465				100%		
SPED*466				100%		
SPED*382	100%			100%		100%
InTASC 3	NA		100% (4)	100% (2)		NA
InTASC 4	NA		100% (1)	100% (5)		NA
InTASC 5	NA		100% (1)	100% (4)		100% (1)
InTASC 6	NA		100% (4)	100% (5)		NA
InTASC 7	NA		75% (4)	100% (4)		NA
InTASC 8	NA		100% (4)	100% (5)		100% (1)

InTASC 9	NA		100% (4)	100% (5)		100% (1)
Observational Performance Assessment: Teaching %>Developing	100%		100%	100%		100%
Observational Performance Assessment: Analysis %>Developing	100%		100%	100%		100%
Observational Performance Assessment: Planning %>Developing	100%		100%	100%		100%
Observational Performance Assessment: Reflection %>Developing	100%		100%	100%		100%

Table 2.2.c_4. Courses, InTASC Measures, and Observational Performance Assessments related to methods, management, and student assessment for Secondary Education Candidates.

Measure	11/12 N=6	12/13 N=1	13/14 N=1	14/15 N=6	15/16 N=6	16/17 N=1
EDUC*375	100%	100%	100%	75%	80%	100%
SPED*370	100%	100%	100%	75%	80%	100%
EDUC*340	100%	100%	100%	75%	60%	100%
EDUC*445	100%	100%	100%	100%	67%	
EDUC*446	100%	100%	100%	100%	67%	
EDUC*463	100%			67%	100%	100%
EDUC*464	100%			67%	100%	100%
EDUC*366	100%	100%	100%	75%	80%	100%
INTASC 3		100% (1)		100% (1)	100% (4)	
InTASC 4			100% (1)		100% (1)	
InTASC 5			100% (1)		100% (1)	100% (1)
InTASC 6			100% (1)		100% (1)	
InTASC 7			100% (1)			
InTASC 8				100% (1)		100% (1)
InTASC 9			100% (1)	100% (3)	100% (6)	100% (1)
Observational Performance Assessment: Teaching %>Developing	100%	100%	100%	100%	100%	80%

Observational Performance Assessment: Analysis%>Developing	100%	100%	100%	100%	100%	80%
Observational Performance Assessment: Planning %>Developing	100%	100%	100%	100%	100%	80%
Observational Performance Assessment: Reflection %>Developing	100%	100%	100%	100%	100%	100%

In the academic year 2015-2016, EDUC 348 (Appendix 1-7), EDUC 366 (Appendix 3-10), and EDUC 329 (Appendix 3-11) incorporated criteria into certain assessments where candidates demonstrated knowledge, skills, and dispositions related to methods, management, and student assessment. Tables 2.2.c_5 and 2.2.c_6 illustrate the number of students scoring at or above an acceptable level on the rubric associated with methods, management, and student assessment.

Table 2.2.c_5. 2015-2016 Professional Education course assessment specifically related to Elementary Education candidates' knowledge and skills related to teaching, planning, assessment, and reflection.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 329	Unit Plan (Planning)	4	100
EDUC 329	Unit Plan (Assessment)	4	100
EDUC 329	Micro-teaching (Planning)	4	100
EDUC 348	STEM Final Assessment Report (Assessment)	3	100
EDUC 348	STEM Final Assessment Report (Response to Learner)	3	100
EDUC 348	STEM Resource Analysis (Materials)	3	100
EDUC 348	STEM Teaching Debriefing (Reflection)	3	100

Table 2.2.c_6. 2016-2017 Professional Education course assessment specifically related to Elementary Education Candidates' knowledge and skills related to planning and assessment.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 329	Unit Plan (Planning)	2	100
EDUC 329	Unit Plan (Assessment)	2	100
EDUC 329	Micro-teaching (Planning)	2	100

Field experiences in EDUC 348 (Appendix 1-7), 320 (Appendix 1-8), 321(Appendix 1-9), 329 (Appendix 3-11), 330 (Appendix 3-12), 340 (Appendix 3-13) and SPED 385 (Appendix 3-15) all involve Elementary, Secondary, PK-12, and Special Education candidates in practical experiences where they are able to observe/participate in practical contexts related to theory and strategies taught in class. In each of these situations, candidates reflect as a group either orally or in writing. In EDUC 329 (Appendix 3-11), elementary candidates have participated at the STEM Outdoor Laboratory at NAS Oceana Air Show developing and implementing lessons for hundreds of 5th grade students. In EDUC 320 (Appendix 1-8) and 321 (Appendix 1-9), candidates observe/participate in public school contexts during reading/writing lessons using assessment to drive selection of various evidence-based practices. In EDUC 348 (Appendix 1-7), candidates take turns leading the same lesson with multiple classes. K-5 students were assessed and the instruction was modified after debriefing. Candidates in SPED 385 (Appendix 3-15) conduct a case study involving assessment of students and recommending teaching strategies based on assessment results. Data analysis of the data collected from assessments was used to inform further instruction. In all of these experiences, candidates were able to demonstrate and reflect on their implementation of one or all of the elements mentioned in this standard: teaching, planning, assessment, and reflection.

Standard 2.2.d: Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity.

Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity through course grades, related coursework, and field experiences. INST 203 (Appendix 1-11) provides candidates from all programs the opportunity to enhance student learning, assessment and professional productivity using technology. The Blog, WebQuest, Prezi, and Newsletter are all assignments in which candidates can demonstrate their knowledge and skills in these areas. We analyzed candidates’ scores on these assignments by calculating the percentage of criteria on the assignment in which candidates scored at or above an acceptable rating. For example, the blog has ten criteria on which students are scored. In the 16/17 academic year, four elementary program completer scores were reported. Only two criteria out of 40 were scored below an acceptable rating. Thus, the percentage reported was a 95%. There were 11 criteria points for the WebQuest, seven for the Prezi, and five for the Newsletter. Tables 2.2.d_1- 2.2.d_3 provide data related to several assignments in INST 203 (Appendix 1-11), the percentage of students scoring a B or better in that class, and observational data related to the appropriate use of technology.

Table 2.2.d_1. Elementary Candidates’ Performance related to Educational Technology.

Course	11/12 N=20	12/13 N=13	13/14 N=12	14/15 N=12	15/16 N=5	16/17 N=5
INST*203	80%	69%	75%	100%	100%	80%
Blog	100% (3)	100% (1)	100% (3)	100% (8)	100% (5)	95% (4)
WebQuest	97% (3)	100% (1)	100% (3)	100% (8)	100% (5)	79% (3)
Prezi	100% (3)	100% (1)	100% (3)	100% (8)	100% (5)	100% (4)
Newsletter	100% (3)	100% (1)	100% (3)	100% (8)	100% (5)	100% (4)
Observational Performance Assessment Technology %>Developing	100%	100%	100%	100%	80%	100%

Table 2.2.d_2. Special Education Candidates' Performance related to Educational Technology.

Course	11/12 N=2	12/13 N=0	13/14 N=4	14/15 N=5	15/16 N=0	16/17 N=1
INST*203	100%		75%	100%		100%
Blog				100% (5)		100% (1)
WebQuest				100% (5)		100% (1)
Prezi				100% (5)		100% (1)
Newsletter				100% (5)		100% (1)
Observational Performance Assessment Technology %>Developing	100%		100%	100%		100%

Table 2.2.d_3. Secondary Education Candidates' Performance related to Educational Technology.

Course	11/12 N=6	12/13 N=1	13/14 N=3	14/15 N=6	15/16 N=6	16/17 N=1
INST*203		100%	100%	67%	80%	100%
Blog		100% (1)	100% (1)	100% (5)	100% (1)	100%
WebQuest		100% (1)	100% (1)	100% (5)	100% (1)	100%
Prezi		100% (1)	100% (1)	100% (5)	100% (1)	100%
Newsletter		100% (1)	100% (1)	100% (5)	100% (1)	100%
Observational Performance Assessment Technology %>Developing	100%	100%	100%	100%	80%	100%

Standard 2.2.e: Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.

Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning through course grades, performance on coursework, and performance while teaching.

Table 2.2.e_1. Elementary Candidates' Performance related to data analysis and assessment of student learning.

Course	11/12 N=20	12/13 N=13	13/14 N=12	14/15 N=12	15/16 N=5	16/17 N=5
EDUC*321	46%	77%	71%	100%	100%	80%
EDUC*329	54%	77%	77%	100%	100%	80%
EDUC*330	75%	100%	67%	100%	100%	60%
EDUC 348					100%	
EDUC*434	69%	92%	84%	86%	100%	100%
EDUC*435	80%	100%	84%	100%	100%	100%
InTASC 6	100% (8)	100% (12)	98% (11)	100% (12)	100% (5)	100% (2)
InTASC 9	100% (3)	100% (12)	100% (11)	100% (12)	100% (5)	100% (5)
Observational Performance Assessment Analysis%>Developing	100%	100%	100%	100%	100%	80%
Observational Performance Assessment Reflection %>Developing	100%	100%	100%	100%	100%	100%

Table 2.2.e_2. Special Education Candidates' Performance related to data analysis and assessment of student learning.

Course	11/12 N=2	12/13 N=0	13/14 N=3	14/15 N=5	15/16 N=0	16/17 N=1
SPED*384	100%		100%	100%		100%
SPED*376	100%		100%	100%		100%
EDUC*364						100%
EDUC*321	100%		100%	100%		100%
SPED*385	0%		0%	75%		100%
SPED*438	100%		100%	100%		100%
SPED*439	100%		100%	100%		100%
SPED*465				100%		
SPED*466				100%		
SPED*382	100%			100%		100%
InTASC 6	NA		100% (3)	100% (5)		NA
InTASC 9	NA		100% (3)	100% (5)		100% (1)
Observational Performance Assessment Analysis%>Developing	100%		100%	100%		100%
Observational Performance	100%		100%	100%		100%

Assessment Reflection %>Developing						
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Table 2.2.e_3. Secondary Candidates' Performance related to data analysis and assessment of student learning.

Measure	11/12 N=6	12/13 N=1	13/14 N=1	14/15 N=6	15/16 N=6	16/17 N=1
EDUC*375	100%	100%	100%	75%	80%	100%
EDUC*340	100%	100%	100%	75%	60%	100%
EDUC*445	100%	100%	100%	100%	67%	
EDUC*446	100%	100%	100%	100%	67%	
EDUC*463	100%			67%	100%	100%
EDUC*464	100%			67%	100%	100%
InTASC 6			100% (1)		100% (1)	
InTASC 9			100% (1)	100 (3)	100% (6)	100% (1)
Observational Performance Assessment Analysis%>Developing	100%	100%	100%	100%	100%	100%
Observational Performance Assessment Reflection %>Developing	100%	100%	100%	100%	100%	100%

In the academic year 2015-2016, EDUC 348 (Appendix 1-7), EDUC 366 (Appendix 3-10), and EDUC 329 (Appendix 3-11) incorporated criteria into certain assessments where candidates demonstrated knowledge, skills, and dispositions related to methods, management, and student assessment. **Tables 2.2.e_4 and 2.2.e_5** illustrate the number of students scoring at or above an acceptable level on the rubric associated with methods, management, and student assessment.

Table 2.2.e_4. 2015-2016 Professional Education course assessment specifically related to Elementary Education candidates' knowledge and skills related to teaching, planning, assessment, and reflection.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 329	Unit Plan (Planning)	4	100
EDUC 329	Unit Plan (Assessment)	4	100
EDUC 329	Micro-teaching (Planning)	4	100
EDUC 348	STEM Final Assessment Report (Assessment)	3	100

EDUC 348	STEM Final Assessment Report (Response to Learner)	3	100
EDUC 348	STEM Resource Analysis (Materials)	3	100
EDUC 348	STEM Teaching Debriefing (Reflection)	3	100

Table 2.2.e_5. 2016-2017 Professional Education course assessment specifically related to Elementary Education candidates' knowledge and skills related to planning and assessment.

Course	Artifact (Assessment)	N (5)	% at Acceptable or Above
EDUC 329	Unit Plan (Planning)	2	100
EDUC 329	Unit Plan (Assessment)	2	100
EDUC 329	Micro-teaching (Planning)	2	100

Field experiences in EDUC 348 (Appendix 1-7), 320 (Appendix 1-8), 321(Appendix 1-9), 329 (Appendix 3-11), 330 (Appendix 3-12), 340 (Appendix 3-13), and SPED 385 (Appendix 3-15) all involve Education Candidates in practical experiences where they are able to observe/participate in practical contexts related to theory and strategies taught in class. In each of these situations, candidates reflect as a group either orally or in writing. In EDUC 329 (Appendix 3-11), candidates have participated at the STEM Outdoor Laboratory at NAS Oceana Air Show developing and implementing lessons for hundreds of 5th grade students. In EDUC 320 (Appendix 1-8) and 321(Appendix 1-9), candidates observe/participate in public school contexts during reading/writing lessons using assessment to drive selection of various evidence-based practices. In EDUC 348 (Appendix 1-7), candidates take turns leading the same lesson with multiple classes. K-5 students were assessed and the instruction was modified after debriefing. Candidates in SPED 385 (Appendix 3-15) conduct a case-study involving assessment of students and recommending teaching strategies based on assessment results. Data analysis of the data collected from assessments was used to inform further instruction. In all of these experiences, candidates were able to demonstrate and reflect on their implementation of one or all of the elements mentioned in this standard: teaching, planning, assessment, and reflection.

**University-Level Assessment Process:
Student Learning Assessment Reports (SLARs)**

In addition to the assessment of specific academic and professional competencies as outlined in in 8VAC20-542-70 through 8VAC20-542-600, the Education Program also participates in University-level academic program assessment activities. This process uses a fairly uniform methodology for all liberal arts and professional programs across the University which requires identification of student learning outcomes, collection and analysis of data, and, where possible, identification of improvements arising from the analysis conducted. The process culminates in an annual Student Learning Assessment Report (SLAR).

The target population for the University-level assessment process (SLARs) is admitted teacher candidates, which differs from the primary sections of this chapter, which focus entirely on program completers. Despite these differences, results of the past three years of SLARs provide additional evidence that the Education Program identifies learning outcomes and determines the extent to which those outcomes are achieved. Reports for 2017 (Appendix 2.18), 2016 (Appendix 2.17), and 2015 (Appendix 2.16) are provided as evidence.

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

1. The full-time and part-time professional education faculty, including school faculty, adjunct faculty and others, represent diverse backgrounds, are qualified for their assignments and are actively engaged in the professional community. Indicators of the achievement of this standard shall include the following:

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

Virginia Wesleyan University's Education Department is comprised of four full-time education faculty. All full-time education faculty hold terminal degrees. The Director of the Education Program also serves as a full-time education faculty member. The Coordinator of Clinical Experiences and Partnerships holds an M.S.Ed. in curriculum and instruction and has over 10 years of teaching experience.

The education faculty are supported by eight adjunct education faculty, 61 full-time content faculty, two part-time content faculty, and four part-time university supervisors. The director, under supervision of the provost, ensures that all full-time and part-time faculty and supervisors hold the appropriate credentials and professional and educational experience as evidenced by curriculum vitae (CV) (Appendix 3-1) or resumes on file in the education department.

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

Curriculum vitae (CV) (Appendix 3-1) document the qualifications of the full-time faculty in the department of education. All education faculty in the Education Department have an earned doctoral degree in an area of specialization.

The areas of specialization are curriculum and instruction, science education, special education, English education, and reading education. All full-time professional education faculty members have a minimum of three years of professional experiences at the PreK-12 level, with an average of 14 years.

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

Education course syllabi indicate appropriate and frequent use of technology, both in the teaching of courses and in completed assignments expected from teacher candidates. Education faculty engage in research, presentations, class projects, and summer initiatives that involve working with students in the use of technology. The coordinator of clinical experiences and partnerships and university supervisors also guide teacher candidates in completing their electronic portfolios prior to program completion.

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

Education course syllabi of both full-time and adjunct faculty indicate that Virginia's Standards of Learning are addressed.

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

Evidence of commitment to an understanding of cultural differences can be found within the Virginia Wesleyan Creed on page 6 of Virginia Wesleyan University's *Undergraduate Academic Catalog 2017/18*: "We value and respect diversity in all facets of our multicultural society: a commitment to recognize and to celebrate the importance of cultural differences within our campus community and to oppose all forms of discrimination."

All course syllabi include the following statement, which references accommodations for students with special needs: "Virginia Wesleyan University is committed to giving all students the opportunity of academic success. If you are a student who is requesting accommodations based on the academic impact of a disability, speak to me about your accommodations letter and your specific needs. If you do not have an accommodation letter for this course, you will need to visit or call for an appointment with Disability Support Specialist Crit Muniz at (757) 455-8898 to coordinate reasonable accommodations. He is located in the Learning Center, Clarke Hall, 2nd floor."

Course syllabi and the program's conceptual framework indicate a commitment by the education faculty to address culturally responsive teaching in all professional studies courses. Candidates in all programs are required to take either SPED 371 (elementary and special education) (Appendix 3-3) or SPED 370 (secondary 6-12 and PreK-12) (Appendix 3-5) to address exceptionalities and instructional implications.

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

The coordinator of clinical experiences and partnerships supervises field experiences and has over 10 years of professional teaching experience in a PreK – 12 school setting. All full-time faculty, adjunct faculty, and university supervisors have at least three years of professional teaching experiences in PreK-12 schools, with an average of 14 years for full-time faculty and almost 20 years for adjunct faculty.

The Director of the Education Program and the coordinator of clinical experiences and partnerships collaborate staffing of university supervisors. University supervisors are typically retired public school teachers and/or administrators. The director recommends qualified applicants for university supervisor positions to the provost.

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

Curriculum vitae (CV) (Appendix 3-1) and annual faculty Professional Activities Forms (PAFs) (Appendix 3-2) indicate that education faculty frequently engage in professional development activities in response to requests from and needs of PreK-12 constituents in the region.

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 curriculum vitae (CV) (Appendix 3-1) and Professional Activities Forms (PAFs) (Appendix 3-2) of the WVU's education faculty clearly show a strong pattern of activity and involvement in professional associations:

- International Literacy Association (ILA)
- ILA's SIGNAL (Special Interest Group Network on Adolescent Literature)
- Virginia Association of Teachers of English
- Virginia Association of Science Teachers
- Association of American Educators
- Wisconsin Association of English Teachers
- Women Education Leaders of Virginia
- TESOL International Association

Association of Teacher Educators in Virginia (ATE-VA)
 Kappa Delta Pi
 Virginia Educational Research Association
 Association of Science Teacher Education
 National Association for Research in Science Teaching
 National Science Teachers Association
 Virginia Science Teachers Association
 Association for Research in Education
 Retired Teachers Association
 Association of Supervision and Curriculum Development
 Council of Exceptional Children

Professional education faculty vitae (CV) (Appendix 3-1) and PAF's (Appendix 3-2) provide evidence that faculty deliver education-related services in areas of expertise and assignment. For example, one faculty member, Dr. Bill McConnell (Appendix 3-1), has participated in several initiatives with local schools, which include serving as the program manager for RiverQuest, a three-week-long residential camp for Portsmouth Public Schools students; serving as the program manager for Speed Academy, a week-long camp integrating engineering and science content through the use of remote control cars with Portsmouth Public Schools students; meeting with Tallwood Elementary administration and teachers to assist in their creation of a makerspace in their school; presenting a professional development session entitled "Designing Paradise with Scientific Argumentation" to K-8 in-service teachers at St. John the Apostle Catholic School; and visiting four different elementary schools from Williamsburg to Chesapeake to present a model lesson for hundreds of students, regarding scientific modeling and 3D printing that is soon to be published in *Science and Children*.

Another faculty member, Dr. Hilve Firek (Appendix 3-1) has co-authored and earned grants with members of the Biology Department totaling over \$90,000 to provide vital professional development for Advanced Placement biology teachers from across the region, as well as for more than 75 students in various math and science academies from around the region over the last three years, helping the Education Department fulfill one of our accreditation requirements in terms of outreach and impact on PK-12 learning. Dr. Firek (Appendix 3-1) has also developed a working relationship with Dr. Fred Mednick and Teachers Without Borders.

All full-time education faculty have made presentations at local, state, and national education-related conferences and show records of publication in peer-reviewed journals related to areas of expertise and assignment.

2. Teaching in the professional education program is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice. Indicators of the achievement of this standard shall include the following:

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

According to VWU's mission statement, "the University employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world." The VWU education faculty further connect with the University's mission and provide a commitment to rigorous and high quality instruction by embracing the Education Department's philosophy, which contends that good teachers, when prepared through a program that values both the science and art of teaching, can elevate and prepare all children for the concrete challenges of life and a changing world. Course syllabi and candidates' work (lesson plans), as well as the expertise and experiences noted in faculty vitae (CV) (Appendix 3-1), provide evidence that the faculty of the Education Program employ a variety of instructional strategies to teach course content and model a variety of best

practices. An example of best practices can be found when our education faculty and our content faculty pool their expertise, experiences, and resources to bring engaging lessons to support outreach to in-service educators. For example, Dr. Hilve Firek (Appendix 3-1) and biology faculty member Dr. Victor Townsend wrote and were awarded a VDOE grant (NABT/BSCS Biology Teacher Academy) for multiple years to organize, administer, and host a summer workshop for biology teachers from across the state.

Professional education faculty model constructivist methods that help students see the relationship between Standards of Learning and demonstration of mastery. Faculty help teacher candidates recognize that students learn differently from one another, and that an effective educator discerns these differences and adjusts instruction accordingly. For example, success in today's diverse classrooms demands teaching that is culturally responsive. Zaretta Hammond, in her book *Culturally Responsive Teaching and the Brain*, shows us that educators who recognize the cultural foundations of education are best able to help students move from dependent to independent learners.

At Virginia Wesleyan, faculty help candidates undergo their own "productive struggles," struggles that help them develop self-assurance and intrinsic motivation. In turn, they will help their future pupils undergo their own successful challenges in order to move beyond repetition and recitation to the construction of authentic knowledge and understanding. Hammond outlines four practice areas of culturally responsive teaching: awareness, learning partnerships, information processing, and a learning environment that includes community. Faculty in the education department ensure that candidates not only learn about these areas, they participate in them.

For example, in INST 202 (Appendix 1-6) in Fall 2017, Dr. Firek (Appendix 3-1) is incorporating Top Hat, an app that enhances student comprehension and engagement through more active learning.

Another example is found in INST 203:

Methodology

This class is conducted as a workshop. Students learn and practice new skills and apply new knowledge by completing relevant, practical projects. Much of the second half of the semester will be conducted via Edmodo. The professor will model best practices in online and blended teaching.

Another example is found in this news brief (Appendix 3-22) about the College hosting a series of visits from local high schools. The visit is one of many activities planned as part of the schools' Professional Development School partnership.

In 2016, Dr. Bill McConnell (Appendix 3-1) was awarded VWU's top award for teaching, The Samuel Nelson Gray Distinguished Teaching Award. The recipient of this award is selected by a committee of students who follow a carefully structured process. The award "recognizes effectiveness as a classroom teacher, creative activity within or pertaining to the classroom, demonstrated influence in developing professional interest and attitudes in one's academic field, and professional activity on or off campus." <https://www.vwu.edu/academics/academic-affairs/samuel-nelson-gray-award.php>

VWU education faculty have been presenters in workshops offered by the University's Talk about Teaching Series. These workshops offer lessons learned, as faculty share new experiences and best practices for innovation teaching. For example, an education faculty member recently presented a workshop about the University's 3D printing technology and available software. This workshop led to discussion about useful interdisciplinary pedagogies that could incorporate the use of these technologies.

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

Authentic understanding requires metacognition; Faculty examine what they do, they question the intentionality of their actions, and they participate in substantive discussion about the effectiveness of our actions. To this end, students are continually called upon to answer the question, "Why?" If they are tasked with developing a lesson plan, faculty ask why the activities they have designed support the standards. If they interact with a child or an adolescent in a field-experience situation, faculty ask why they chose to respond in the way they did. By examining our behaviors, we had better understand our own motivations, and we can move from fulfilling our own goals to helping children fulfill theirs.

Because teacher candidates engage regularly with children, they have the opportunity to apply what they are learning in class to real-life situations. They then come to class with questions, with points for discussion, and with stories of successes and challenges. They learn to rely not only on the professor for answers, but on each other, on the professional learning communities created in our classrooms. In this way, our students will be prepared to work collaboratively with their peers in their future schools.

Education course syllabi document the methods, strategies, and learning theories used in the classroom to invite candidates in VWU's education programs to learn and apply the principles of reflective practice and critical thinking. Faculty model best practices in teaching by using varied instructional strategies and appropriate technology to help students connect with the content and develop critical thinking and problem solving skills. Candidates reflect critically on their required readings, projects, research, and practice. Candidates are often given a typical problematic situation from a classroom, with regard to either instruction or management, and asked how they would resolve the situation, sometimes using role-playing. For example, in the secondary methods course, EDUC 375 (Appendix 3-6), Dr. Firek (Appendix 3-1) typically invites a local administrator or teacher to observe and analyze candidates participating in mock parent conferences, during which candidates play the roles of both parents and teachers.

Course syllabi and examples of candidates work indicate that candidates engage in extensive reflection throughout all field experiences and pre-service teaching. As evidenced in their final portfolio, candidates in field experiences are required to work with students as well as plan and teach lessons, design and implement activities, and reflect on their work. During pre-service teaching, as a way to enhance candidates' ability to continually improve, candidates are required to reflect on the implementation of their lessons and activities, reflect on ways to improve their teaching, reflect on ways to enhance their students' learning and critical thinking skills. As part of this continual reflection during all field experiences, candidates are able to reflect upon and enhance their teaching ability, classroom management skills, student learning, and their overall growth toward becoming a teacher. During pre-service teaching, candidates regularly meet with each other and their university supervisors in an integrated seminar to reflect on their progress; these seminar meetings lead to new ideas and goals for continuous improvement.

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

All educational endeavors happen in the context of culture. In today's classroom, teachers must respond appropriately to cognitive, cultural, and linguistic diversity. Culturally responsive teaching is integrated throughout our program, and students are taught to differentiate instruction, materials, and assessment tools in order to meet the needs of today's students. Because we work closely with partner schools and clinical faculty, we know that our instructional methods are meeting the specific requirements of classrooms in Virginia.

VWU's education faculty strive to prepare teachers who embrace diversity and who possess the knowledge, skills, and dispositions to help all students learn. Additionally, VWU's education faculty demonstrate understanding of cultural differences and exceptionalities by advocating for and demonstrating culturally responsive teaching. To build campus awareness of cultural diversity, one of our education faculty coordinated

VWU's first Symposium on International Education in 2016 and arranged for Fred Mednick, the founder of Teachers Without Borders, to serve as the keynote speaker. (Appendix 3-23)

Evidence provided in syllabi and candidates' course work, indicate that all candidates have many opportunities to develop awareness of and sensitivity to the diverse needs of learners in the schools, and they learn how to design and adapt instruction to meet those needs. Candidates study developmental differences, exceptionalities, and cultural and social influences on learning, as well as individual and group differences. Elementary and special education candidates are required to take SPED 371 – Foundations/Legal/Ethical Issues in Education (Appendix 3-3), addressing all exceptionalities, including ADHD and gifted. Secondary and PreK-12 candidates take SPED 370 – Foundations in Special Education (Appendix 3-5), which addresses issues related to exceptionalities in secondary settings.

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

All faculty members' duties are summarized in the Faculty Obligations section of the Faculty Handbook and include teaching and advising; fostering relationships with students both in and outside of class; keeping regular office hours; and maintaining availability for advising, consultation, and committee work. Also included are carrying an advising load and familiarity with academic policies; making appropriate referrals to University resources; providing a syllabus explaining course requirements and grading; and, involvement in faculty governance activities. Faculty HB V -1 through V-3 (Appendix 3-7).

Faculty members are periodically evaluated, per University policy found in the Faculty Handbook pp IV-1 through IV-2 (Appendix 3-7). As part of their annual evaluation, each faculty member is required to submit a Professional Activities Form (PAF) (Appendix 3-2) Professional Activities Form) with course syllabi, and may provide copies of examinations, and student course and instructor evaluation forms. Optional materials, which can be included, are peer evaluations, copies of scholarly works, letters of appreciation, and teaching portfolios. The PAF (Appendix 3-2) provides an opportunity for reflection regarding the quality of their teaching and means for improving their effectiveness.

The Education Program Director works collaboratively with the School of Social Science Dean to review each faculty member's PAF (Appendix 3-2) and curriculum vitae (CV) (Appendix 3-1). Deans review Professional Activities Forms (as well as syllabi, examinations, and student evaluations); evaluate faculty performance based on criteria in teaching, research, and service; and issue an evaluation report shared with the faculty and the Provost. For tenured faculty at the rank of Associate Professor and Professor, deans review materials annually but issue evaluation reports every other year.

Student course evaluations (Appendix 3-8) provide feedback about the faculty member and the course and are used in the regular evaluation process. Faculty members frequently review the results as a way to improve their performance (Appendix 3-8). The program director and school dean review results to provide formative feedback to the faculty member for improving the quality of their instruction. Table 3.2-1 displays average ratings for faculty members teaching professional education courses (n=320).

**Table 3.2-1
Student Evaluations of Instructors
2016-17**

	Almost Always	Often/ Frequently	Average Amount	Seldom	Almost Never
Used Class Time Efficiently	69.7%	19.1%	8.4%	1.9%	0.9%
Communicated subject matter effectively	66.9%	21.6%	7.2%	3.8%	0.6%
Evaluated my work fairly	81.3%	12.5%	4.7%	0.9%	0.6%
Returned assignments, tests, and papers in a reasonable time period	77.1%	16.6%	4.4%	0.9%	0.9%
Was well prepared for class	79.6%	14.5%	4.1%	0.9%	0.9%
Showed enthusiasm for the subject	83.1%	10.9%	3.8%	1.6%	0.6%
Was responsive to student participation	79.4%	13.1%	5.0%	1.9%	0.6%
Made adequate provisions for consultation	74.2%	14.5%	4.7%	5.0%	1.6%
Showed respect for me as an individual	74.7%	13.4%	6.9%	1.9%	3.1%
Has high expectations for what the students will accomplish in the course	83.3%	10.4%	4.4%	1.3%	0.6%

In general, professional education professional faculty member are rated highly across these dimensions.

Finally, in the annual self-evaluation PAF (Professional Activities Form) (Appendix 3-2), faculty members reflect on their teaching effectiveness and identify improvements to implement in subsequent sections of their courses.

Examples:

I restructured INST 203 (Appendix 1-11) to incorporate student-centered, experiential learning. It is currently an entirely project-based course in order for aspiring teachers to create innovative educational products. INST 203 (Appendix 1-11) students develop 3D printed models, newsletters, interactive Smart lessons, online educational videos, and many more projects like these that involve them in using cutting-edge technology to develop effective and efficient instruction.

My experiences this year deepened my resolve to provide meaningful student-centered learning experiences for VWC teaching candidates. Through observation in the classroom and in the field, I was able to see growth in confidence, knowledge, and skills. My students were able to present and critique several projects involving cutting-edge instructional technology in INST 203 (Appendix 1-11), try out practical behavior management strategies based on theory learned in EDUC 366 (Appendix 3-10), teach their own evidence-based lessons to peers and public school students in EDUC 348 (Appendix 1-7), and EDUC 329 (Appendix 3-11), and EDUC 330 (Appendix 3-12). In each of these classes, teacher candidates were able to take part in authentic teacher practices, bridging the notorious theory theory-to to-practice gap common in many teacher education programs. Students often mentioned the practical experience they gained as invaluable in evaluations (e.g. "A great class to take if you plan on becoming a teacher. It pushes you to your limit about STEM, especially if math and science are not your favorite subjects. Hands on, invaluable experience, great prep before student teaching.")

Dr. Lively (Appendix 3-1) and I and I both made drastic changes to the spring offering of INST 482 (Appendix 3-14) based on results from the fall course. The first change was increased rigor to better prepare

students for Port Day. This was accomplished by establishing hard and fast due dates for components of the research project, adding the requirement of an annotated bibliography due prior to the literature review draft, and requiring approval of the project topic and research agenda.

Faculty teaching is evaluated each semester through student evaluations. Faculty must also reflect on these evaluations each year on the Professional Activities Form (PAF) (Appendix 3-2) and document changes in course preparation as well as attendance at or participation in content- and pedagogy-related events (webinars, conferences, etc.) related to the improvement of teaching. PAFs (Appendix 3-2) are then evaluated by the respective School deans. Education faculty PAFs (Appendix 3-2) are evaluated by the Director of the Education Program and the Dean of the Birdsong School of Social Science.

3.3 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.

The Education Department adopts the University's policies on faculty workload and makes assignments in teaching, professional vitality, and service to the University consistent with those policies [Faculty HB, Chapter III-1 – III-11, esp. III-5 – III-6; Faculty HB Chapter V]. (Appendix 3-7) As explained in Chapter IV of the Faculty Handbook [p IV-1 – IV-2] (Appendix 3-7), faculty professional performance in each area is regularly reported (Appendix 3-2) and evaluated.

Teaching: The normal teaching load for an academic year is 24 credit hours, or the equivalent of six four-credit-hour courses. For teachers of natural science, laboratory contact hours are equated with course credit hours. (Faculty Handbook, V-1 – V-2) (Appendix 3-7). As teachers, faculty determine course and program content and pedagogies and, provide instruction; they mentor students in independent research and other individualized opportunities., and, Faculty help for students experiencing difficulties, faculty help them get the academic support needed. As mentioned above, functions that support instruction (Faculty Handbook, Faculty Obligations) include advising (discussed below under service), maintaining office hours, following guidelines for syllabi, providing reports of progress and deficiency, and fostering the Honor Code (Appendix 3-9), and so forth.

Professional Vitality: Full-time faculty pursue scholarly research or development of a creative body of work, such that their contribution to their field is recognized by external peers [see Faculty HB, III-5 – III-6]. (Appendix 3-7) **Service:** At VWU, service includes student advising, developing and maintaining the academic program, and participation in faculty governance. Full-time faculty serve as advisors to students majoring in their disciplines and, on a rotating basis, serve as instructor/advisors to freshmen in a one-credit orientation freshman course, FYE 101.

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.

Developing the course schedule each semester begins in the academic department. The Director of the Education Program and the Coordinator for Accreditation, Data Collection, and Reporting work together to

build each semester's schedule. Courses are placed on the roster based on enrollment, student needs, and faculty availability based on other workload assignments in professional vitality and service.

Once the schedule is drafted, the program director discusses assignments with the faculty, both individually and as a group, and decisions are made with regard to the hiring of adjunct faculty and the occasional assignment of an overload to a full-time faculty member. Overload assignments require the approval of the Dean of the Birdsong School of Social Science and the Provost. Consistent with his the position description, the Program Director acts to "maintain open communication among professional education faculty." Particular care is taken to avoid unfair and overly demanding teaching loads to allow faculty to address all aspects of their expected duties. Once the course schedule it is approved at the departmental level, the Birdsong School Dean reviews and makes recommendations to the Provost. The three school deans and Provost review and approve the University's total course offerings. When reviewing course schedules, deans coordinate and approve the use of adjuncts and faculty overloads. [FHB Chapter I-7] (Appendix 3-7)

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 University recruits and seeks to retain faculty members who are highly qualified and committed to the University's emphasis on student engagement and faculty-student interaction. Given VWU's low student-faculty ratio, the institution expects its faculty to pursue excellence in teaching and service (which includes advising) and to be active scholars who are effective mentors of undergraduate research. [Faculty HB, III-5 – III-6.] (Appendix 3-7)

Professional education faculty assignments and workload are major considerations when evaluating the need for additional full-time and adjunct faculty. These needs are assessed by the department, Dean of the Birdsong School, and the Provost as part of their regular duties. The current number of full-time professional education faculty members is four; (three are tenured; one is tenure-track). The department calls upon a small cadre of well-qualified, regular adjuncts as needed.

The faculty recruitment procedure is stated in the Guidelines for Faculty Recruitment [FHB] and the Hiring Process [FHB III-Appendix 1.] (Appendix 3-7) in the Faculty Handbook. When proposals for new faculty positions are approved, the Provost names a search committee, and the positions are advertised nationally and locally at appropriate professional sites. Once a candidate is selected, the Provost generally makes and negotiates an offer. The University secures the applicant's signature on a Letter of Appointment, sent from Human Resources under the signature of the President of the University. The Letter of Appointment states the rank, salary, tenure track information, teaching responsibilities, and, if applicable, other compensated academic duties.

Over the past decade the University, every several years, has systematically reviewed and adjusted faculty salaries to mitigate compression and inversion and to reward special merit. The current President has committed the institution to annual salary increases.

4. The professional education program ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty. Indicators of the achievement of this standard shall include the following:

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

For all faculty members, Virginia Wesleyan University expects ongoing professional development as teachers, scholars, and practitioners. The University provides numerous professional development resources and opportunities.

The University Faculty Handbook states:

Virginia Wesleyan recognizes that the professional vitality of its faculty nourishes the curriculum and enhances the quality of the classroom experience: scholarly activities of faculty inform and enliven what they teach and provide a model for undergraduate research that is an increasingly important component of students' intellectual development. As a general matter, a faculty member who meets the standard for professional development maintains a pattern of scholarly activity. A common thread in such professional development is that the faculty member achieves recognition as an engaged scholar or creative artist among her or his disciplinary peers at a state, regional, or national level. [FHB III-5 – III-6] (Appendix 3-7)

Further, ongoing professional development is a key part of the University's criteria for periodic evaluation. Faculty document their professional development their annual submission of the Professional Activities Forms (PAF) (Appendix 3-2), as part of the faculty evaluation process [FHB IV-1 to IV-2] (Appendix 3-7).

Recognizing that the continuing effectiveness of the University's academic programs depends on the vitality of the faculty, the University offers various means of promoting continuing professional development. In keeping with mission of the University and the emphasis on instruction that promotes engaged student learning, the University recognizes and promotes professional development for faculty both in their disciplinary areas of scholarship and in the scholarship of teaching and learning. Many of the programs and initiatives outlined below are described in the Faculty Handbook, [FHB III-5] (Appendix 3-7) and FHB section IV (Appendix 3-7).

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.

Administration of VWU Faculty Development Support

Within Academic Affairs administration, two administrative positions work with the Provost to oversee faculty development. They are the Associate Dean of Innovative Teaching and Engaged Learning (INTEL), and the Associate Provost. Both administrative positions are held by members of the full-time faculty.

In 2012, VWU established the new position of Associate Dean of Innovative Teaching and Engaged Learning (INTEL). The position grew out of the 2011 comprehensive curricular reform, a key feature of which was enhancing engaged learning. With the position came the 2014 establishment of the Center for Innovative Teaching and Engaged Learning (INTEL Center). As stated in the Faculty Handbook (Appendix 3-7), the mission of the INTEL Center is to provide leadership and support for new academic initiatives and faculty development that promote VWU's strategic institutional commitments to students' intellectual inquiry, active learning, and civic engagement. The INTEL Center has continued pre-existing support of course enhancement funding (discussed below), and also created a variety of resources in support of faculty development to that includes workshops, funding protocols, grants, and awards.

The Associate Provost oversees funding to support travel to professional conferences and various research projects, and administers many of the grants and awards discussed further in the narrative.

Faculty Development Opportunities supported by Funding and Grants, Conference Funding: The Provost's office, via the Associate Provost, administers faculty development funds to support full-time faculty participation in professional conferences, workshops, and other professional development opportunities supporting faculty scholarship and pedagogy. There are no geographic limits on travel. Faculty who are

engaged as participants in a conference or seminar (presenter, session chair, etc.) have an annual allocation of up to \$1,350; faculty attending but not formally on the program, or seeking support for professional membership or other development not involving presentation, are allocated \$350. Faculty may request additional funding for professional development costs that exceed this allotment, with requests handled on a case-by-case basis. VWU's Faculty Conference Funding Guidelines are available online. A sample Funding Application documents the request process.

Course Enhancement Funding: In fall 2011 VWC implemented comprehensive curricular reform, a key feature of which was enhancing all courses with more engaged learning activities. Curricular reform at VWU goes by the name of the 4 x 4 curriculum. In support of the 4 x 4 curricular changes, Virginia Wesleyan established a fund for faculty to support enhanced teaching activities. Each full-time faculty member is allotted \$400. (Illustrative of the value VWC the university places on its part-time adjunct faculty, beginning in the 2013-2014 academic year, a pool of course enhancement funding was established to be shared by adjunct faculty as well.) Funding requests in excess of \$400 may be provided for major enhancements. This course enhancement funding may also be used for faculty development if expenses are relevant to "enhancing" courses, either directly (e.g., getting up to speed with technologies that students will use for 4th credit activities) or indirectly (e.g., developing pedagogical knowledge that helps faculty teach more effectively). Guidelines for attaining funding and request forms are available online from the Academic Affairs webpages.

Sabbaticals: Every seventh year employed, all full-time faculty are eligible to apply for a sabbatical to pursue professional development goals. If granted, the faculty member can pursue a project for a semester at full pay with no teaching, or a full year at half pay; full benefits continue across the span of the sabbatical. Applications are made to the Provost by November 1, approved by a faculty committee, and recommended by the Provost, with the subsequent approval of the President and the Board of Trustees. As part of their application materials, applicants must present a plan developed with the department chair for covering courses, taking care of advisees, and meeting the applicant's other departmental obligations. Approximately six to eight sabbaticals are awarded annually; sabbaticals awarded over the last four years are typical. The Faculty Handbook states details the Sabbatical Leave Policy. To request sabbaticals, faculty submit the Sabbatical Request Form.

Grants: INTEL Faculty Grants, Summer Faculty Development Grants, Mednick Research Fellowship Grant

- **Innovative Teaching and Engaged Learning (INTEL) Faculty Grants:** In 2013, VWC established Innovative Teaching and Engaged Learning (INTEL) faculty grants. Full-time faculty are eligible to apply for two grants, which are awarded annually. The process is competitive, and selection is made by a faculty committee. Each grant provides up to \$1,000 for a project that, just as the name implies, encourages and advances a culture of innovation and engaged learning-related activities. Four grants have been made through this program, two 2013 INTEL Faculty Grants and two 2014 INTEL Faculty Grants.

- **Summer Faculty Development Grants:** Annually, any full-time faculty member can apply for a summer grant to support a variety of types of projects and activities that enhance the professional and pedagogical success of individual faculty and support the general intellectual vitality of the collective faculty endeavor. While exceptions may occasionally be made for projects of extraordinary merit or where available funds allow, faculty who have not previously received a grant are given special consideration. Grants are typically for up to \$2,000. Applications are reviewed by a committee of representatives from each division, appointed by the Associate Provost, to determine which proposals will be funded and whether approved funding requests can be met in whole or only in part. Persons Faculty receiving summer development grants are asked to file a brief report with the Office of the Provost by the end of the fall semester following the grant. The Faculty Summer Development Grant Application packet, which is available online on the Academic Affairs webpage, provides guidelines and an application form. A sample application resulting in the award of a Summer Faculty Development Grant documents the process.

• Mednick Research Fellowship Grant: The University's membership in the Virginia Foundation for Independent Colleges enables one faculty member annually to receive a Mednick Research Fellowship Grant. These grants are awarded to encourage the professional development of college professors and improve their academic competence through fellowships for research and advanced study.

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

Professional education faculty involvement in scholarly activities can be documented in a variety of ways, including are evident through professional memberships, attendance and presentation at professional meeting/conferences, and publications. Faculty document their professional activities their annual submission of the Professional Activities Forms (Appendix 3-2), as part of the faculty evaluation process [FHB IV-1 to IV-2] (Appendix 3-7).

Professional Memberships

Based on the two most recent years of PAFs (Appendix 3-2), professional education faculty memberships include:

- Member of Association of Teacher Educators - Virginia
- International Literacy Association (ILA)
- Kappa Delta Pi, International Honor Society in Education
- Virginia Association of Teachers of English
- Virginia Association of Science Teachers
- International Literacy Association
- SIGNAL, a special interest group of ILA focusing on adolescent literature
- Teaching English as a Second/Other Language Association
- Association of Science Teacher Education
- Association for Research in Science Teaching
- National Science Teachers Association
- Virginia Science Teachers Association
- Association for Research in Education
- Virginia Association for College Teacher Educators
- Tidewater Science Congress
- Mid-Atlantic Association of Science Teacher Education
- Virginia Association of Teachers of English
- Virginia Association of Science Teachers

Professional Meetings Attended

- Virginia Association for Science Teachers Professional Development Institute, Williamsburg
- Virginia Environment
- VA Association for College Teacher Education/Association of Teacher Educator-Virginia (pedagogy, advising, and application of technology in teacher education)
- Council for the Accreditation of Educator Preparation
- Virginia Association of Science Teachers
- National Association of Professional Development Schools,
- Slover Library Makerspace, Slover Library, 2/8/2016
- International Education Symposium
- Council for the Accreditation of Educator Preparation
- VACTE Conference, Roanoke, VA, October 5-7, 2016;
- CAEPCon, Washington, DC, September 28-30, 2016
- Federation of the Council for Exceptional Children Fall Conference

Defining a 21st Century Education for a Vibrant Democracy
National Association of Professional Development Schools

Conference Presentations and Publications

McConnell, W. & Dickerson, D. (2017). Constructing argument with 3D printed models. *Science and Children*, 54(5), 29-37.

McConnell, W. & Dickerson, D. (April, 2015). 3D printing technology as an educational tool for seventh grade students: Do affordances outweigh constraints? Presented at the National Association of Research in Science Teaching annual international conference.

Burgin, S., Butler, B., McConnell, W. & Diacopoulos, M. (January, 2016). Inter-Disciplinary Lesson Planning in Science and Social Studies around Controversial Socioscientific Issues by Preservice Elementary Teachers. Presented at the 23rd annual International Conference of the Association for Science Teacher Education.

Firek, Hilve. Lifelong Learning at an online learning forum at the NATO Innovation Hub. 2016.

Firek, Hilve. Defining a 21st Century Education for a Vibrant Democracy" Conference, October 26-27, Missoula MT

Sullivan, Jayne. Speaker at the Accessibility Summit - A National Conference for the Disability Community

McConnell, W. & Gumpert, M. (March, 2017). Designing Paradise with Scientific Argumentation. Presented at the Virginia Association for Colleges of Teacher Education (VACTE) annual conference in Williamsburg, VA.

Grants

Beasley Foundation, RiverQuest. \$50,000.

Virginia Foundation for Independent Colleges, Instructional Technology Grant. \$5000

Virginia Department of Education grant to host and administer the NABT/BSCS Biology Teacher Academy. Awarded \$30,000.

Chesapeake Bay Trust grant to implement and administer the offering of the course "Diversity of Life" to rising seniors at the Chesapeake Science and Medicine Academy. \$5,000

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

The Faculty Obligations chapter of the Faculty Handbook summarizes faculty members' duties, which include teaching and advising; fostering relationships with students both in and outside of class; keeping regular office hours; and maintaining availability for advising, consultation, and committee work. Also included are carrying an advising load and familiarity with academic policies; making appropriate referrals to University resources; providing a syllabus explaining course requirements and grading; and, involvement in faculty governance activities. [Faculty HB V -1 through V-3] (Appendix 3-7)

Faculty members are periodically evaluated, per University policy [Faculty Handbook pp IV-1 through IV- 2]. (Appendix 3-7) Each faculty member is required to submit a Professional Activities Form (PAF) Prof Activities Form

(Appendix 3-2), course syllabi, copies of examinations, and student course and instructor evaluation forms. Optional materials, which can be included, are peer evaluations, copies of scholarly works, letters of

appreciation, and teaching portfolios. The PAF (Appendix 3-2) provides an opportunity for reflection regarding the quality of their teaching and means for improving their effectiveness.

The Director of the Education Program works collaboratively with the Dean of the School of Social Science to review each faculty members PAF (Appendix 3-2) and curriculum vitae (CV) (Appendix 3-1). Deans review Professional Activities Forms (PAF) (Appendix 3-2), (as well syllabi, examinations, and student evaluations),; evaluate faculty performance based on criteria in teaching, research, and service,; and issue an evaluation report shared with the faculty member and the Provost. For tenured faculty at the rank of Associate Professor and Professor, Deans review materials annually but issue evaluation reports every other year. Student and course evaluations (Appendix 3-8) provide feedback about the faculty member and the course and are used in the regular evaluation process. Faculty members frequently review the results as a way to improve their performance (Appendix 3-8). The program director and dean review results to provide formative feedback to the faculty member for the purpose of improving the quality of their instruction.

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

Guidance provided by the Dean of the School of Social Science and the program director during the annual evaluation process provides input for individual faculty members to improve their teaching research and service.

Faculty also reflect on their teaching and scholarship in their annual self-evaluation as shown in the PAF (Professional Activities Form) (Appendix 3-2). They include examples of faculty members reflecting on their teaching effectiveness and identifying improvements to implement in subsequent offerings of their courses.

Examples:

I restructured INST 203 (Appendix 1-11) to incorporate student-centered, experiential learning. It is currently an entirely project-based course in order for aspiring teachers to create innovative educational products. INST 203 (Appendix 1-11) students develop 3D printed models, newsletters, interactive Smart lessons, online educational videos, and many more projects like these that involve them in using cutting-edge technology to develop effective and efficient instruction.

My experiences this year deepened my resolve to provide meaningful student-centered learning experiences for VWC teaching candidates. Through observation in the classroom and in the field, I was able to see growth in confidence, knowledge, and skills. My students were able to present and critique several projects involving cutting-edge instructional technology in INST 203 (Appendix 1-11), try out practical behavior management strategies based on theory learned in EDUC 366 (Appendix 3-10), teach their own evidence-based lessons to peers and public school students in EDUC 348 (Appendix 1-7), and EDUC 329 (Appendix 3-11), and EDUC 330 (Appendix 3-12). In each of these classes, teacher candidates were able to take part in authentic teacher practices, bridging the notorious theory theory-to to-practice gap common in many teacher education programs. Students often mentioned the practical experience they gained as invaluable in evaluations (e.g. "A great class to take if you plan on becoming a teacher. It pushes you to your limit about STEM, especially if math and science are not your favorite subjects; Hands on, invaluable experience, great prep before student teaching.")

Dr. Lively and I and I both made drastic changes to the spring offering of INST 482 (Appendix 3-14) based on results from the fall course. The first change was increased rigor to better prepare students for Port Day. This was accomplished by establishing hard and fast due dates for components of the research project, adding the requirement of an annotated bibliography due prior to the literature review draft, and requiring approval of the project topic and research agenda. Part of these requirements were made due to the number of students signed up, which necessitate splitting the course into two sections which required that material for grading needed to be turned in on time to ensure proper feedback and timely progression thru the phases of educational research.

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

1. The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs. Indicators of the achievement of this standard shall include the following:

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

University Policy

At Virginia Wesleyan University, the faculty function collectively as the Faculty Assembly (see Appendix 4-1) Faculty Handbook the Faculty Assembly) for the creation and implementation of academic programs. The Educational Programs Commission (EPC) is a standing committee of the Faculty Assembly that plays a key role in program approval. As stated in the description of the (EPC) within the Faculty Handbook (Appendix 4-2) Educational Policies Commission, the purpose of this body is "to review and recommend to the Faculty Assembly new program proposals and major requirements, or revisions in existing programs and major requirements."

Proposals for new educational programs, or changes to existing educational programs, are initially brought forward by faculty members. Such proposals must be approved at the department or program level, and then at the school level before going to the EPC for review. EPC membership includes the Provost and Vice President, who is a faculty member and also a senior member of the administration. New programs must be approved by EPC, which brings motions for new programs for approval by the Faculty Assembly. All new programs must be approved by the Faculty Assembly, and the President of the University is a member of the faculty and of the Faculty Assembly (see Appendix 4-3 Charter and Bylaws President as Faculty Member) Thus, there is not a separate layer of administrative review for program proposals because administrative approval occurs at the same time with both EPC's and the Faculty Assembly's approval. New degree proposals, however, must go to the Board of Trustees. The organization of Academic Affairs Administration, (Appendix 4-4 Academic Organization), and the organization of Academic Governance, (Appendix 4-5 Academic Governance), are presented in the Faculty Handbook.

The procedure described above, and the criteria for new programs, are described in the following documents: (Appendix 4-6) Procedures for New Major Minor and Program Proposals; (Appendix 4-7) Procedures for Changes to Majors Minors and Programs; and, (Appendix 4-8) Procedures for course modifications and new course proposals accessible from the Academic Affairs website (Appendix 4-9) Faculty Forms.

Education Department Policies on Curriculum

The Teacher Education Course Development Policy, found in (Appendix 4-10) Curriculum and Course Development Policy, describes the procedures for addressing curricular and course modifications arising from internal or external forces. Modifications are developed within the department prior to advancing the request to any school committee or the EPC.

At VWU, full-time teaching faculty teach six four-semester-hour courses each academic year (tenured and tenure track, full-time lecturer, and visiting faculty). Part-time or adjunct faculty are hired to teach a single course.

The University's policies for the appointment, employment, and evaluation of all categories of faculty are published in the Faculty Handbook, (Appendix 4-11) Selection Hiring Evaluation. The Faculty Standards and Welfare Commission (see Appendix 4-12 Commission on Faculty Standards and Welfare) of the Faculty Assembly, part of whose mission is to consider issues pertaining to faculty professional development reviews these policies on behalf of the faculty and, when appropriate, proposes revisions to the Faculty Assembly. The publication and dissemination of the Faculty Handbook is the means of informing faculty of these policies. New faculty receive a paper copy, and periodically, when a new edition incorporating updates and revisions is published, as it was in 2014, all faculty receive paper copies. In addition, the most current edition of the Faculty Handbook is always available online, publicly accessible on the webpages websites of both Academic Affairs Appendix 3M Academic Affairs Home Page and Human Resources (Appendix 4-13) Faculty and Staff Website.

Full-Time Faculty: The faculty recruitment procedure is stated in the Guidelines for Faculty Recruitment and the Hiring Process section of in the Faculty Handbook. When proposals for new faculty positions are approved, a diverse search committee is named and the positions are advertised (Appendix 4-14 Ad for Faculty Position) at through appropriate professional websites. Once a candidate is selected, the Provost makes and negotiates an offer. The University secures the applicant's signature on a Letter of Appointment, sent from Human Resources under the signature of the President of the University. The Letter of Appointment states the rank, salary, tenure track information, teaching, and if applicable, other compensated academic responsibilities.

Faculty Employment and Evaluation: The conditions of faculty employment are stated in Section III of the Faculty Handbook, "Policies Relating to Employment, Academic Freedom, and Advancement and Tenure" (Appendix 4-11 Selection Hiring Evaluation). Faculty performance is reviewed annually, and the Faculty Handbook section Periodic Evaluations and Faculty Development (Appendix 4-15 Periodic Evaluation and Faculty Development) states that process. The following process applies with suitable adjustments for Library faculty, who are evaluated by the Director of the Library.

Faculty members submit to their respective Dean a Professional Activities Form (PAF) (Appendix 3-2) Prof Activities Form) and an updated curriculum vitae (CV) (Appendix 3-1). The Professional Activities Form is structured in terms of performance in the three areas designated in the Faculty Handbook as the basis for evaluation: teaching, professional development, and service to the University (which includes advising.). Deans review Professional Activities Forms (as well as syllabi, examinations, and student evaluations), evaluate faculty performance based on criteria in these three categories; and issue an evaluation report shared with the faculty member and the Provost. For tenured faculty at the rank of Associate Professor and Professor, Deans review materials annually but issue evaluation reports every other year.

Faculty Advancement and Tenure: Except in unusual circumstances, full-time faculty appointments are either tenured or tenure-track. Of the current 91 full-time faculty, over 90 percent are tenured or in tenure-track positions. The Faculty Handbook section titled for Advancement and Tenure (Appendix 4-16 Faculty Advancement and Tenure) states details the process for promotion and tenure. Unless otherwise negotiated with the Provost, candidates must submit to the Committee on Advancement and Tenure (Appendix 4-17 Committee on Advancement and Tenure) an application portfolio in their sixth year at the University to the Committee on Advancement and Tenure (Appendix 4-17 Committee on Advancement and Tenure). The Committee on Advancement and Tenure reviews the candidate's application based on the criteria published in the Faculty

Handbook. The Committee on Advancement and Tenure and the Provost then make recommendations to the President, who takes them to the Board of Trustees for final approval.

Part-Time (Adjunct) Faculty: The hiring process for part-time faculty is normally initiated by the department chair/program director or faculty members, who make recommendations and present credentials to the Provost. Terms of employment are stated in a contract, signed by the part-time faculty member. Policies and conditions of employment stated in the Faculty Handbook apply to part-time faculty. Additionally, the Adjunct Faculty Handbook (Appendix 4-18 Adjunct-Faculty-Handbook) is specifically written to efficiently provide support part-time faculty with the information they need. Part-time faculty are employed at will; as stated in the Faculty Handbook, they are evaluated by the chair of the academic department within which they teach.

Documentation of the annual electronic PAF Professional Activities Forms (Appendix 3-2) (which are electronic) and CVs are submitted to the Provost's Office and maintained in the Office of Institutional Research. Evaluation letters, and letters regarding initial appointment and promotion and tenure, are maintained in personnel files in the Office of the Provost. Signed copies of annual contracts for full-time faculty are maintained in personnel files in the Office of the President of the University. For part-time faculty, all personnel records are maintained in the Office of the Provost. The *University Catalog* (Appendix 4-199 Faculty Credentials)

Education Department Policies on Faculty Employment and Evaluation

Appointment procedures for full-time faculty are the same for the Education Program as they are for all other University faculty. University Supervisors, however, follow an education employment policy that is consistent with the University policy, while also addressing the additional needs of the Education Program. (Appendix 4-200 Empl Adjuncts and Univ Supervisors).

The Education Faculty and Staff Evaluation Policy is provided in (Appendix 4-211) Education Faculty and Staff Evaluation Policy. This policy provides guidance specific to the Department and Program.

Budget Development and Oversight at the University Level

The Director of the Education Program carries out budgetary responsibilities in a manner consistent with departmental chairs and program directors generally. Chairs/Directors directors are responsible for budget oversight within their respective departments or program areas. The duties of Chairs/Directors directors include hiring of adjunct faculty and tracking non-personnel expenditures. Chairs/Directors work closely with their School Deans in preparation of requests for faculty positions and other resources. Increases in departmental budgets are affected both by departmental need and by the availability of new resources at the University level. Because VWU is a small private institution, its resource situation is sensitive to variations in enrollment levels and changes in revenue generated from its endowment, thereby setting parameters for annual budget allocations. Ultimately, the President and Vice Presidents, including the Provost, make the final resource allocations based on all internal requests and needs.

Over the past decade, most departmental budgets have remained largely unchanged, with the exception of two major policy changes adopted within the past six years. First, in 2010, the Office of Academic Affairs assumed full responsibility for supporting the professional development of all full-time faculty, providing on an annual basis \$350 on an annual basis to each faculty member for conference attendance and professional memberships, and an additional \$1000 to faculty presenting papers at professional meetings. (Additional professional development funds are available to faculty through various other sources, including the three-year Batten faculty designations and summer development grants.) Second, in 2011, the University began providing up to \$400 annually to each faculty member for course enhancements. The effect of these changes has been to offer additional financial flexibility within departmental budgets, which previously had supported some of

professional development and curricular enhancements. Notably, the FY 2017 budget for the Education Department ranked third highest among 22 academic departments at VWU.

Apart from annual operational funds, departments and individual faculty members can apply for and receive funding for computer replacements, special software purchases, and for new and renovated classroom technology. As a rule, these equipment and software purchases are funded through the Office of Academic Affairs, Information Technology Services, or a combination of both.

Education Department Budget Policies

The Director of the Education Program has primary responsibility for managing the Program budget. (Appendix 4-22) Budget Policy and Development provides additional information regarding management of internal requests for program funds.

- 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.

**Virginia Wesleyan University
Teacher Education Program
2015-2025 Long Range Plans and Goals**

Goals and Plans (Date initiated)	Facilitators	Target Date	Completion Date	Action Steps and Notes
Goal 1. Enhance and/or expand the Teacher Education Program				
1. Establish a lab school at VWC (2004)	(Bosch & Lively), Lively and Firek	2015	Fall 2017	<ul style="list-style-type: none"> •Truly long-term goal developed by Bosch and Lively following 2004 accreditation cycle. Lively and Firek take up effort prior to Bosch's retirement in Spring 2016 •Firek identifies Tidewater Community Academy (TCA) as possible partner school in early 2016 •Firek and Lively meet with Dr. Wendy Scott from TCA in summer 2016 •Firek facilitates meeting with TCA and new VWC President Scott Miller and Dr. David Black •Miller secures funding for Frank Blocker Youth Center Bldg; construction completed Spring 2017 •Miller and Scott sign agreement in Spring 2017 to bring TCA to VWU; becomes Tidewater Collegiate Academy (grades 1-12) beginning on-campus operations in Fall 2017
2. Add Latin Program (2006)	Haller (Classics), Bosch, Lively, and various Classics professors before Dr. Haller was hired	Submit application May 2013	Fall 2014	<ul style="list-style-type: none"> •Program approved November 2015 and implemented in Spring 2016

3. Establish Graduate Program in Secondary/P-12 Education (2011)	Lively, Firek, various faculty outside the education program; VWU administration (President and Provost)	Submit application	VBOE approved in Fall 2017	<ul style="list-style-type: none"> • Program revised to a 5th-Year BA/BS to MAEd • Revisions to some programs delayed until late Fall 2016 • Additional revisions to be approved in Fall 2017 • On target to begin courses in Summer 2018
4. Enhance and improve existing Special Education: Gen. Curr. K-12 Program to include focus on recruiting (2016)	Lively, Martha Taylor (adjunct, supervisor). Sullivan	Fall 2018		<ul style="list-style-type: none"> • Meeting between Lively and Taylor held • 4 new SpEd: GC pre-candidates in fall 2017
5. Create Pathway to 2025 Plan to align with University Pathway and QEP (2015)	Lively, Faculty, Staff	Fall 2019		<ul style="list-style-type: none"> • Lively creates first draft spring, summer 2016
6. Reform Elementary Education preK-6 program (2016)	McConnell, Lively, Sullivan	Fall 2019		<ul style="list-style-type: none"> • McConnell and Lively propose a VWU Summer Development Grant to study and create elementary education reform • During Education faculty retreat in June 2017, Education faculty unanimously gave approval to change the CLS major requirements pending approval of proposed <i>Regulations</i> and progress on General Studies reform at VWU
7. STEM Certification Program (2017)	McConnell	Fall 2020		
8. Establish advanced program for Educational Administration and Leadership	Firek, Lively, Ameen	2022		
9. Establish certificate program in Christian education.	Firek, Wansink, C., Lively	2022		
10. Establish early childhood certificate program	McConnell, Lively	2021		
Goal 2. Secure and provide resources appropriate for size of program				
1. Secure funding for Director and Coor. of Accreditation to attend Fall CAEPCon in Wash., DC (2015)	Lively, O'Rourke	2015	2015 and ongoing	<ul style="list-style-type: none"> • Lively and previous Coordinator Karlis attended Fall 2015 CAEPCon • Lively and new Coordinator Ewell attended Fall 2016 CAEPCon

2. Secure funding for CAEP Annual Fees (2015)	Lively, O'Rourke	2016	2016	Funding secured and fees paid in Summer 2016
3. Secure funding for hire of Educational Psychology faculty member with dual appointment in Psychology and Education Depts. (2015)	Lively, Taryn Meyers and Gabriela Martorell (Psych)	2018		•Lively writes letter of support for dual appointment (2015, 2016, 2017) for Psychology Dept's request for a new faculty member
4. Establish a partnership with NBCT and create an "endowment" for VWU grades to return for NB certification (2017)	Lively, Nancy Winter-Traynor	2021		•Meeting scheduled with Winter-Traynor to determine next steps
5. Secure grant funding to develop summer camps to research and develop innovative instruction methods from underrepresented populations of students	Firek, McConnell	Ongoing		
Goal 3. Gain national accreditation through CAEP (2012)		2017/18	Target Moved to 2022	
1. Secure funding for Director and Coor. of Accreditation to attend Fall CAEPCon in Wash., DC each year (2013)	Lively, O'Rourke	2015	2015 and ongoing	•Dean/Provost O'Rourke approves funding through Education Dept. budget; Lively and Karlis attended Fall 2015 CAEPCon •Lively and Ewell attended Fall 2016 CAEPCon
2. Determine viable endorsement programs (2015)	Lively, Firek, Education Faculty, Dean, Provost	2020		•Determine viability of current endorsement programs and eliminate or boost recruiting for those that are under-enrolled
3. Establish a Quality Assurance System (2016)	Lively, Ewell, and faculty	Fall 2018		See goal 4 below
Goal 4. Establish a Quality Assurance System (2016)				
1. Revise existing external surveys to meet CAEP standards (2015)	Lively, Faculty, Staff	Summer 2016	Spring 2017	•Circumstances beyond control delayed revision and implementation of new external surveys: Completer Exit Survey administered in Spring 2017 Completer First-year Alumni Survey administered in Summer 2017 Completer Alumni Survey administered in Summer 2017 Employer (Administrator) Satisfaction Survey administered in Summer 2017
2. Create Cooperating Teacher Survey (2016)	Lively and Fitzgerald	Fall 2016	Summer 2017	Cooperating Teacher Survey (Pilot) administered in Summer 2017
3. Seek alternative/replace/enhance existing assessment system (LiveText) (2015)	Lively, McConnell, Faculty, Staff, Robin Takacs (Instructional Technology)	Fall 2018		•Attended webinar for Portfolium •Engaged in second webinar with Portfolium representative on July 26, 2017

				<ul style="list-style-type: none"> • Pilot test of Portfolium with Blackboard for fall 2017 by Firek and McConnell • Attended webinars for LiveText VIA and merger of LiveText with other system vendors.
4. Revise Conceptual Framework for Education Program (2015)	Lively with faculty and stakeholder support	Spring 2017	Fall 2017	<ul style="list-style-type: none"> • Progress slowed by medical circumstances (winter 2017) for Lively • New texts ordered by VWU Library to aid in research basis for framework in summer 2017 • Visual image of framework completed Nov 2017 • Mission, philosophy, framework aligned Fall 2017
5. Transition to Portfolium to improve assessment practices	Faculty and Staff, McConnell	Fall 2018		<p>A logical outgrowth of a well-conceived QAS. Portfolium will be used campus-wide and linked to our student information system, and will allow department to better align assessment practices with CAEP and VDOE expectations.</p> <ul style="list-style-type: none"> • McConnell pilots use of Portfolium in Fall 2017
Goal 6. Develop and expand partnerships with schools near the University (2008)				
1. Establish partnerships with Bayside Area Schools for secondary/P-12 programs (2011)	Education Director, Faculty, and Staff	2015	2016 and Ongoing	<ul style="list-style-type: none"> • Firek secures partnership with aid of Rob Lanz at Bayside 6th Grade Campus (PDS) for INST 202 student experiences starting Fall 2016 • Renewed with MAEd Advisory Panel meeting in Summer 2016 • Partnership established with Bayside High School Health Science Academy (2016) • Partner in Education agreement with Bayside Middle School 7-8 in January 2017 • Firek attends Professional Development School conference in March 2017 with Bayside 6th Grade's Rob Lanz (Lanz transferred to Salem Middle School in summer 2017)
2. Establish partnership with Chesapeake Public Schools for elementary education program (2015)	McConnell and Staff	2016	Fall 2017	<ul style="list-style-type: none"> • Partnership approved in early Summer 2017 • Provides field experience access to three partner elementary schools for EDUC 366 and EDUC 329 candidates
3. Establish partnership(s) with near-campus elementary school(s)	Fitzgerald, McConnell, Lively, Sullivan	2017		<ul style="list-style-type: none"> • Sullivan secures collaboration agreement with Providence Elementary School in 2013 for observations for reading courses (EDUC 320,321); • Partnership Plan developed by McConnell with input from faculty and staff (summer 2017) • Meeting with newly restructured Elementary School Advisory Board in August 2017 presents new opportunities to establish relationship with 3 near-by

				schools (Betty F. Williams, Newtown , Bayside Elementary Schools) •Sullivan collaborates with BF Williams and Newtown Elementary Schools for reading observations (fall 2017)
4. Establish partnerships with area private schools	McConnell, Firek, Lively, Fitzgerald	2019		•Meeting held with Bishop Sullivan High School in Fall 2017; principal Fallon and other staff invited to become members of MAEd Advisory Panel
5. Establish partnership with No Child Left Inside Coalition to provide diverse education experiences for our elementary, SPED, and secondary sciences candidates (2016)	McConnell	2020		•McConnell becomes member of No Child Left Inside Coalition (2016)
6. Expand partnership with Chesapeake Public Schools to address schools' needs that teachers and staff cannot always fill; develop and support creative, atypical learning experiences for our candidates (2016)	McConnell, education faculty	2020		•McConnell develops partnership with 3 CPS schools for practicum placements for EDUC 366 and EDUC 329/330.
Goal 7. Identify, attract and retain students in the Program (2013)			Ongoing	
1. Increase quality and numbers of students seeking and gaining admission to the Teacher Education Program (2012)		Ongoing	Ongoing until numbers rebound (goal by 2020: 25% increase in admitted candidates)	•Lively corrected misinformation in summer 2015 and new Admissions Director hired in Fall 2015 (now VP of Enrollment Services). As of 2016, have established stronger relationship with new staff members in Enrollment Svcs, created presentations for and met with Enrollment Services staff in Fall 2016 and Spring/Summer/Fall 2017
2. Raise GPA to CAEP standard (2014)		2015	Fall 2016	•Approved by Division and EPC; approved overall GPA set at 2.8
3. Establish stronger, clearer criteria for admission (2009)		2010 for VDOE; 2015 for CAEP	Fall 2010 for VDOE; Fall 2015 and ongoing for CAEP	•New admission standards approved in 2010, revised for fall 2012; revised again in fall 2013; •Faculty vote to establish <i>Praxis</i> ™ Core as required entry assessment (Fall 2015). Policy revised in Summer 2017 as "new SAT" criteria established by VDOE allows for SAT substitution.
4. Improve education advising and candidate tracking (2015)	Lively and Karlis (no longer at VWU), then Ewell and Lively	2017	Ongoing	•Ewell develops new "live" advising guides in Fall 2016; piloted, revised, and adopted for use in 2017 •Ewell develops new "tracking" system in Spring 2017
4. Create a retention plan for admitted students (2017)	Lively, Taylor, Faculty, Staff	2018		•Began implementing in Fall 2017 with "Orientation" in October 2017

5. Revise recruiting plan to align with Enrollment Services (2016)	Lively	Fall 2017	Fall 2017	<ul style="list-style-type: none"> •Met with VP of Enrollment Services August 2017 •See #1 in this section
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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.

Education reform efforts and teacher education research literature informed the development of our plan for collaboration between among VWU, school division personnel, and other education entities. With the impending adoption of major modifications to current Regulations Governing the Review and Approval of Education Programs in Virginia, the recommendations of the Council for the Accreditation of Educator Preparation (CAEP) for a collaborative approach for program modification, the adoption of VWU Institutional Learning Outcomes, and VWU’s Quality Enhancement Plan calling for renewed curriculum coherence, Education education faculty examined the current Education Program to reveal areas for possible improved collaboration with local school districts and community organizations. The two central goals for this examination were to 1) to seek out opportunities for curriculum improvement, and 2) to increase the positive impact we have on our community. From these two central goals, we created a list of Partnership Objectives (PO) related to collaboration between among VWU and, local school divisions, and other community agencies. Although all faculty and staff worked to improve collaboration to address the POs, Table 4.1c-1 highlights the efforts of specific faculty in implementing a particular PO.

Table 4.1c-1 VWU Partnership Objectives and Associated Implementation Examples

Partnership Objective	Implementation (<i>Endorsement Area Directly Impacted</i>)
1. Seek opportunities to provide meaningful VWU campus experiences to preK-12 students and teachers in our community.	<p>11/2017 Nov/17 Drs. McConnell and Firek met with Bishop Sullivan Catholic HS administration (Principal Paul Fallon) to discuss partnership ideas including field trips for their high school students to our campus, camps for their HS students run by VWU education students; our current students are in field placements there. Discussing dual enrollment opportunities.</p> <p>4/2016 Dr. Hilve Firek partners with surrounding school districts and Teachers Without Borders to put on International Education Symposium for Hampton Roads Region. (<i>All Endorsement Areas</i>)</p> <p>1/2016 Dr. Bill McConnell (VWU) partners with Ms. Sandra Smith Jones (former school board member) for Saturday STEM Academy. VWU preservice elementary teachers provide an educational program for K-12 Virginia Beach Public School students related to scientific modeling and 3D printing technologies on VWU campus. (<i>Elementary Education PK-6</i>).</p>
2. Seek opportunities to provide PreK-12 students meaningful experiences with VWU resources.	<p>10/2017 Held second annual field experience at Greenbrier Intermediate School where VWU students in EDUC 329 developed and implemented STEM lessons for parents and their children in an evening program.</p> <p>Fall/17 Implemented Elementary Practicum experience with designated Chesapeake Public Schools. Each semester all students taking practicum will go to the same three schools (Sparrow Road Intermediate, Georgetown Primary, Butts Road Intermediate) in order for faculty to better understand specific needs of the schools and to train cooperating teachers. We believe this will lead to open communication between both parties.</p> <p>9/2017 Participated in the Oceana Air Show, and provided hands-only demonstration of about science, technology, engineering and mathematics concepts with Virginia Beach School children</p>

	<p>Spring 2017 formed a <i>Partnership in Education</i> with Bayside Middle School. Faculty and teacher candidates provide literacy support to their students and teacher candidates are analyzing pupil performance data to help assist struggling pupils</p> <p>3/2016 Dr. Hilve Firek partners with Dr. Paula Johnson, Principal of Bayside Middle School and VWU Business Faculty take part in Shark Tank Presentation from Bayside Middle School students that was open to VWU education students. (<i>All Endorsement Areas</i>)</p> <p>2/2016 – Dr. Bill McConnell develops relationship with three schools in different districts by presenting 3D printing model curriculum to K-12 students in Chesapeake, Virginia Beach, and Williamsburg (<i>Elementary Education PK-6</i>).</p>
<p>3. Seek opportunities to provide dual enrollment and/or college level courses for upper-level students.</p>	<p>11/17 Drs. McConnell and Firek discuss dual enrollment opportunities with principal of Bishop Sullivan Catholic High School.</p> <p>Spring/17 Dr. Malcolm Lively partnered with Bayside Middle School 7-8 after contact with literacy specialists at the school indicated a strong need for instructional assistance to help struggling eighth grade writers and readers, providing candidates in EDUC 321 with an opportunity to work with and have an impact on the reading and writing abilities of public school students under the guidance of seasoned literacy professionals.</p> <p>6/2016 Dr. Hilve Firek partnered with Chesapeake and Virginia Beach Public Schools to provide a dual enrollment summer course entitled BIO 190 (<i>All Science 6-12 programs</i>)</p> <p>5/2015 Dr. Bill McConnell partners with Chesapeake Public Schools to propose a dual enrollment course for pre-service teachers (<i>Elementary Education PK-6</i>).</p>
<p>4. Create stronger relationships with one or more schools in surrounding school districts in order to provide more Purposeful placements for our students, and to better understand specific needs in our community.</p>	<p>10/2017 Hosted a teacher workday in the new Greer Environmental Science Building for the English and literacy faculty from Bayside Middle School 7-8.</p> <p>Fall/2016 Dr. Jayne Sullivan Partnered with Providence Elementary and Thoroughgood Elementary to provide focused observations on reading strategies taught in class (<i>Elementary Education PK-6</i>).</p> <p>Fall/2016 Dr. Hilve Firek partnered with Bayside Schools in order to provide a more focused practicum experience for her students. Debriefings were held within the schools and with practicing teachers to model reflective practices (<i>All PreK12 and Secondary Programs</i>).</p>
<p>5. Create strong relationships with businesses, government agencies, and other entities besides public schools to provide our students more</p>	<p>10/2017 Dr. McConnell became a member of No Child Left Behind Coalition of VA. Attended meeting in Richmond and proposed a stronger relationship between higher-education institutions and informal environmental educators within programs like Elizabeth River Project.</p> <p>2/2016 Dr. Bill McConnell partnered with Slover Library in Norfolk to provide VWU teacher candidates opportunities to teach library patrons how NASA helps us to learn about Earth in a Discover NASA program (<i>Elementary Education PK-6</i>).</p>

<p>diverse field placements and to better understand the needs of our community.</p>	<p>Fall/2016 Dr. Bill McConnell partnered with Lieutenant Deborah Patch to provide VWU students opportunities to teach about STEM careers to the public at the NAS Oceana Air Show <i>(All endorsement areas)</i></p>
<p>6. Create advisory boards with a diverse group of stakeholders to inform modification of the education program.</p>	<p>7/2017 Drs. McConnell/Sullivan/Lively contacted multiple partners to develop an Elementary Education Advisory Board to inform future changes in the elementary education program (Elementary Education PK-6). 5/2016 Drs. Lively/Firek contacted multiple partners from Chesapeake, Virginia Beach, and Portsmouth Public School and the Tidewater Collegiate Academy to develop an M.A.Ed. Advisory Board to develop and inform future changes in the MAEd Program (M.A.Ed. Program).</p>
<p>7. Seek opportunities for extended cross-disciplinary collaboration within VWU faculty as well as other higher education institutions.</p>	<p>7/2017 Dr. Bill McConnell completed a collaborative grant proposal with Dr. George Meadows, Education Faculty at the University of Mary Washington 7/2015 Dr. Hilve Firek partnered with VWU biology professors Dr. Deirdre Gonsalvas-Jackson and Dr. Victor Townsend to host secondary biology teachers from across the region for a professional development session sponsored by the VDOE and NABT</p>

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

Virginia Wesleyan University and its Teacher Education Program adheres to the Virginia Wesleyan University Statement on Non-Discrimination, Appendix 9A Statement Non-Discrimination Policy HR 3.8. University policies clearly delineate the process for addressing and redressing alleged issues of discrimination ensuring due process, including are included in the Faculty Handbook [FHB pp III-17 through 18 – Grievance Procedure (Appendix 3-7). With regard to candidates, the University has established guidelines for personal conduct, which are stipulated in the Student Handbook (Appendix 3-24). If a student has a complaint about instances of alleged misconduct by another student or by another member of the College university community, he or she can register that complaint with the Vice-President for Academic Affairs, the Dean of Students, or any Residence Life staff member, who meet weekly or more frequently to coordinate appropriate review of any complaint. Further, the University Honor Code (Appendix 3-9) undergirds VWU’s commitment to ethical conduct and fosters an environment of academic honesty, trustworthiness, and personal responsibility. Remedies for complaints about the functioning of the Code are included in the Honor Code (Appendix 3-9) policies and procedures. Honor Code (Appendix 3-9) complaints are either adjudicated by the Honor Council, composed of faculty and students, or by the New Hearing and Appeals Committee, composed of the Vice President for Academic Affairs and Dean of the College, an elected faculty member, and the Student Government Association president. (Both are convened in response to violations and/or complaints [University Honor Code]. (Appendix 3-9).

<https://www.vwu.edu/about-us/campus-offices/human-resources/pdfs/2017/honor-code-1718.pdf>

2. The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates. Indicators of achievement of this standard shall include the following:

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

The Education Program had 77 active students in fall 2017. There are four (4) full-time professional education faculty and six (6) adjunct (part-time) faculty members. Two professional administrative staff members provide oversight for the delivery of field-based activities, partnerships, and program reporting and accreditation. Four (4) internship supervisors ensure that field experiences progress appropriately and are evaluated by cooperating teachers and candidates as well.

Technical support is provided centrally through the offices of Information Technology Services (ITS). Help Desk assistance is provided during regular business hours for desktop and student information systems via phone, email, and face-to-face support. The Director of Instructional Technology, also in ITS, and provides support for Blackboard and LiveText.

In addition to whatever technological resource students own themselves, there are about approximately 200 desktop and laptop computers, plus 40 tablets available throughout the campus in computer labs, computer classrooms, and PC workstations. Locations and access, listed below, demonstrate that students have convenient access. The Education Department has 20 dedicated tablets housed in Pruden 101, the dedicated education classroom.

The Director of the Education Program has primary oversight for ensuring that adequate human and other resources are assigned to meeting the various obligations of the program. Because of the program's relatively small size, students are able to readily access faculty members and professional staff for guidance, advising, and referrals to other campus resources.

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

Technology and Equipment.

All full-time faculty members, including the Program Director, and the two professional staff members, have private offices where they can meet students and colleagues. These offices are equipped with up-to-date desktop computers, office productivity software, and internet access. Telephones with voicemail systems are also provided. A large-scale multifunction copying/scanning device resides within the department.

The University provides secure access to email, and document sharing and editing, and printer access. Printer access is also provided. Numerous online resources are made available through the University's Hofheimer Library, which also maintains a substantial physical collection.

The Director of Instructional Technology administers, and maintains functionality of the University's online advising program (WebAdvisor), course management system (Blackboard), as well as the e-portfolio program (LiveText). The Director of Instructional Technology responds to individual requests for assistance by phone, e-mail, and in person, as explained on the office's website.

Facilities.

Facilities serve the needs of instruction and the academic program [VWU Compliance Report CS 3.11.3] (Appendix 4-23). Academic facilities include classrooms and other academic facilities that are adequate in size, type, and number to accommodate all class sections. All classrooms contain basic technologies for instruction, as well as many with specialized equipment and software; all faculty have college-provided PCs for office use. Further, a dedicated education classroom sits in the immediate proximity of the offices of the program director,

a faculty member, and two professional staff members. Other classrooms on campus are also utilized during the course scheduling process. In addition, the new Frank Blocker Youth Center, which houses the Tidewater Collegiate Academy, is an important asset for the Education Program, both in terms of content and space.

With regard to facilities planning, the University recently undertook a \$350,000 year-long master planning process, intended to carry us through the next decade [VWU- Nota Bene Campus Master Planning Nears Completion] (Appendix 4-24). A key component of this planning process was a Classroom Space Study (Appendix 4-25), which analyzed and documents the adequacy of classroom facilities over for the next 10 years. The Board of Trustees approved the master plan in 2017.

Budgetary Resources.

As is discussed in the next section, budgetary resources are sufficient for the operation and accountability of the teacher education program.

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

The Director of the Education Program carries out budgetary responsibilities in a manner consistent with departmental chairs and program directors generally. Chairs/Directors are responsible for budget oversight within their respective departments or programs. The duties of Chairs/Directors include hiring of adjunct faculty and tracking non-personnel expenditures. Chairs/Directors work closely with their school deans in preparation of requests for faculty positions and other resources. Increases in departmental budget are affected both by departmental need and by the availability of new resources at the University level. Because VWU is a small private institution, its resource situation is sensitive to variations in enrollment levels and changes in revenue generated from its endowment, thereby setting parameters for annual budget allocations. Ultimately, the President and Vice Presidents, including the Provost, make the final resource allocations based on all internal requests and needs.

In recent years, the Office of the Provost Office has assumed full responsibility for supporting the professional development of all full-time faculty, providing on an annual basis \$350 to each faculty member on an annual basis for conference attendance and professional memberships and an additional \$1000 to faculty presenting papers at professional meetings. Additional professional development funds are available to faculty through various other sources, including the three-year Batten faculty designations and summer development grants. Further, in 2011, the University began providing up to \$400 annually to each faculty member for course enhancements. The effect of these changes has been to offer additional financial flexibility within departmental budgets, which previously had supported some of professional development and curricular enhancements.

Apart from annual operational funds, departments and individual faculty members can apply for and receive funding for computer replacements, special software purchases, and for new and renovated classroom technology. As a rule, these equipment and software purchases are funded through the Office of Academic Affairs, Information Technology Services, or a combination of both.

Taken together, these efforts ensure that the Education Program is able to meet its anticipated outcomes.

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.

To support the College's University's mission to "engage students...in a rigorous liberal arts education" by employing "a wide range of approaches to teaching and learning," the University employs educationally appropriate technological resources and facilities that enrich students' education and supports them in

completing their academic programs. Practices are in place to ensure that students and faculty have access to and training in the use of these technologies.

While most instruction at Virginia Wesleyan College University is face-to-face, technology use is extensive in the curriculum and in the daily experience of the students. Upon arrival on campus, students are granted access and user privileges for the College VWU network and for College university computing facilities and software. Each student receives a network and email login, which grants them access to the computers in the lab, allows them to print, and enables them to access 5GB of their own personal network storage space, and which is also available from any network-connected computer on campus.

The Virginia Wesleyan University website and University Network provide information and resources for students, faculty, and staff, all of whom have network access. Network access includes access to library resources and email accounts (as well as printing accounts and server storage space for students). Wired and wireless high-speed internet access is available in all buildings on campus.

Campus Wide Technology Resources: Access and Instruction. As part of new student orientation, Information Technology Services provides students with network access, and an account, and instructions on the setting a secure password using the Password Self-Service page of the VWU Account Management website, My VWU Account.

The Help Desk assists with computer related issues by phone, email, or in-person at the office located in the 24-hour Clarke Hall computer lab. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m.; closing is extended until 8:00 p.m. when classes for the fall and spring terms are in session. The webpages of Computer Services include basic instruction in network features (email, calendar, etc.). Tutorials on the Microsoft Office suite of programs is available on a CD-ROM free of charge to students, faculty, and staff.

Atomic Learning software provide a wide range of training on applications that support classroom teaching and course assignments. Atomic Learning tutorials are available through the Computer Services webpages website and also as one of the Tools in Blackboard. From instant answers on “how to” questions to step-by-step training workshops, Atomic Learning simplifies campus technology integration, training, and support. The site provides nearly 50,000 step-by-step tutorials on common software such as Microsoft Office, Adobe CS6 and Blackboard, and workshops and technology integration projects on emerging topics such as plagiarism and online courses. Available 24/7 from campus or home, Atomic Learning creates flexible learning opportunities that make it easy for learners to embrace technology and develop critical skills for success at school, at work and in life.

Instructional Technology - WebAdvisor and Blackboard: . The Director of Instructional Technology maintains an Instructional Technology Development Lab equipped with seven PCs plus an instructor PC with projector. The director administers, and maintains functionality of the College’s university’s on-line advising program (WebAdvisor), course management system (Blackboard), as well as the e-portfolio program (LiveText).The Director of Instructional Technology responds to individual requests for assistance by phone, e-mail and in person.

All students are enrolled in WebAdvisor. The orientation process for new students includes training in access to WebAdvisor and training in its features, such as on-line registration and the degree audit, which tracks progress to degree. The annual publication of the Marlins Take Four advising manual includes extensive explanation with screenshots for WebAdvisor features. Instruction in the use of WebAdvisor for transfer students is found in the Marlins Transfer Success Plan.

Virginia Wesleyan University adopted Blackboard as its classroom management system more than 15 years ago, and adoption has increased steadily. Faculty primarily use Blackboard to support and supplement face-to-

face instruction with access to course materials, assignment tools, and other Blackboard features. The "Virginia Wesleyan University Policies for Network Utilization and Web-based Instruction" gives recommendations for cases in which a faculty member might utilize third party software other than Blackboard.

All students receive instructions for access to Blackboard and for a secure password. Using their VWU email prefix, students are enrolled in Blackboard courses either by the instructor or by the Director of Instructional Technology. New student orientation includes small-group sessions for training in use of Blackboard. Atomic Learning also provides videos for Blackboard. New faculty members needing training in the use of Blackboard meet individually with the Director of Instructional Technology before or during their first semester on campus.

Academic Support Technology: Library Resources. Henry Clay Hofheimer II Library provides a broad range of on-campus and on-line resources. Hofheimer Library houses the entire collection of print material and other physical resources (audio visual, microforms, etc), which totals 132,102 items. These resources include over 63,000 e-books and access to 80 databases. The staff of the library, as well as the LibGuides webpages website maintained in house, offer abundant instructional services in the use of web-based resources and in locating reliable information online. The Library manages EZ-Proxy, which authenticates users who access the Library library online databases and e-books.

High quality and effective instruction, into which current information technologies are incorporated, is a high priority of the library staff, as stated in 4 four of the 11 goals that guide tailoring library instruction to the academic program.

- **Instruction:** The library will provide appropriate instruction in the use of the library and its resources.
- **Provision for additional resources:** The library will teach about resources not owned in the VWC VWU library collection so that students will understand alternative options for obtaining research materials.
- **Assessment:** The library will evaluate and review on an ongoing basis all library operations and resources.
- **Cooperation with faculty:** The library will develop collaborative methods of supporting instructional programs by seeking and responding to faculty assistance in the development and use of library materials.

Librarians recently developed the following five online tutorials to provide on-demand instruction for basic research: Students' use of the tutorials for class work is facilitated by embedding them in, or by having students review relevant tutorials prior to class instruction from a librarian. These include, Online Catalog Searching, Using an E-book, Database Searching, Renewing Online, and Using Journal Finder. Students' use of the tutorials for class work is facilitated by embedding them in classes or by having students review relevant tutorials prior to class instruction from a librarian.

In collaboration with faculty, librarians have created an online research guide (LibGuide) customized for each educational program using Springshare's LibGuides application. These guides provide easy access to program-specific resources that directly support the VWC VWU curriculum, including the Education Program <http://guides.vwu.edu/education>

LibGuides are accessible through the Library website, on or off campus, 24/7. Library Education Research Guides (Appendix 4-26)

To answer questions, provide guidance about library resources and information literacy, and to guide students in the research process, the Library offers in-person, telephone, text, and email reference services, and in-depth consultations requiring require an onsite visit with a librarian. During the academic year, one of the professional reference librarians is usually available between 8 a.m. and 9 p.m. during the week and between 2 p.m. -and 9 p.m. on Sundays.

New Student Orientation for entering freshmen includes an in-person orientation to the library. Freshmen cycle through in small groups and the staff of the library orients them to resources and provides handouts.

Throughout the academic year librarians offer workshops on using library resources targeted to different levels of students. The First Year Experience Co-Curricular Workshops (Maximizing Library Help) are targeted to freshmen, and the Undergraduate Research workshops (Academic Reading, Making the Most of People Here to Help, and Interpreting the Assignment) are for more advanced learners. Undergraduate Research Workshop: "Maximizing Library Help" First Year Experience Co-Curricular Workshops. Three Sessions on the following topics: "Academic Reading," "Making the Most of People Here to Help," and "Interpreting the Assignment."

By completing the Library Instruction Request and discussing instruction goals with faculty, instruction sessions and/or a research guides (see below) are designed to meet curricular needs and direct students to appropriate and useful resources.

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 discussed in more detail in 4.2 Adequate Resources, Education Program full- and part-time and (adjunct faculty are provided with appropriate resources necessary to ensure quality preparation of school personnel.

Full-time faculty members are each provided a private office to meet with students and to confer with colleagues. These offices are equipped with up-to-date desktop computers, office productivity software, and internet access. Telephones with voicemail systems are also provided. A large-scale multifunction copying/scanning device resides within the department.

Part-time faculty members have access to a desk and workstation within the main offices of the Education Program. This workstation is equipped with computer, office productivity software, and printer and internet access.

In addition to workstation technology, all faculty members are given access to instructional technology in the form of Blackboard, Livetext, and WebAdvisor. This access supports instruction and advising.

Academic support technology is provided through the Henry Clay Hofheimer II Library, which houses the entire collection of print material and other physical resources (audio visual, microforms, etc.), which total 132,102 items. Included herein are 63,000 e-books and access to 80 databases. The staff of the library, as well as the LibGuides webpages website maintained in house, offer abundant instructional services in the use of web-based resources and in locating reliable information online.

Based on this wide variety of available resources, faculty members have access to appropriate resources to ensure quality preparation of school personnel.

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

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

(Revised March 23, 2017)

Background Information:

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

Section 207 of Title II reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

The following statement is an excerpt from the Title II “Reporting Reference User Manual for Preparing State and Institutional Reports on the Quality of Teacher Preparation,” February, 2017:

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

On July 1, 2013, the De Facto Consolidation of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) created the Council for the Accreditation of Educator Preparation (CAEP). CAEP is now the unified national accrediting organization for educator preparation. Based on Virginia’s 2016 signed partnership agreement with CAEP and changes made to accreditation program review decision designations by CAEP, the definitions for “at-risk of becoming low-performing” and “low-performing” institutions of higher education in Virginia were realigned.

On January 23, 2017, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the revised definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. The revised definitions of at-risk of becoming a low-performing institution of higher education and low-performing institution of higher education were approved by the Virginia Board of Education at its March 23, 2017, meeting.

Options for Accreditation

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, define the standards that must be met and the review options available for the accreditation of professional education programs required.

Currently, the two options for accreditation are as follows:

Accreditation Options

Option I: Council for the Accreditation of Educator Preparation (CAEP)

Option II*: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: Council for the Accreditation of Educator Preparation (CAEP):

- Initial Accreditation for seven years
- Full Accreditation for seven years¹
- Probationary Accreditation for two years²
- Denial of Initial Accreditation³
- Revocation of Accreditation⁴
- Exemplary or “Gold” Accreditation⁵

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

- Accredited
- Accredited with Stipulations
- Accreditation Denied

Under the Title II regulations, all states are required to implement a system to assess the quality of each teacher preparation program. Currently, Virginia’s definitions are aligned with the accreditation options for BOE and CAEP. Institutions meeting these definitions at the end of the reporting year will be designated “at-risk of becoming a low-performing” or “low-performing” institution of higher education.

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

¹ All five standards are met (previously accredited by CAEP, NCATE or TEAC; no serious problems exist across standards, and retain a seven-year accreditation cycle).

² All but one standard met (reaccredited for a period of two (2) years).

³ Accreditation is denied to providers seeking initial accreditation that fall below CAEP standards.

⁴ Accreditation is revoked. EPP failed to meet two (2) or more of the CAEP Standards. Used with EPPs that has been previously accredited by CAEP, NCATE or TEAC.

⁵ Meet all CAEP standards and surpass those guidelines for a combination of standards (only awarded to a small number of providers).

CAEP: Probationary Accreditation for two years
BOE: Accredited with Stipulations

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

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

CAEP: Full Accreditation (five years)⁶
BOE: Accredited

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

⁶ Full Accreditation is granted for the remainder of the accreditation term. The Virginia CAEP Partnership currently allows for seven-year accreditation cycle. The partnership with CAEP expires December 31, 2021.