Board of Education Agenda Item

Item: Q.   **Date:** April 22, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit the Professional Education Program at Averett University through a Process Approved by the Board of Education

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

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Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
       ____ State or federal law or regulation
       _X_ Board of Education regulation
       ____ Other: _____

_X_ Action requested at this meeting: ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
       date: _____
       action: _____

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia

The _Regulations Governing the Review and Approval of Education Programs in Virginia_ (8VAC20-542-10 et seq.), effective September 21, 2007, set forth the options for the accreditation of "professional education programs" at Virginia institutions of higher education. The regulations define the "professional education program" as the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The regulations, in part, stipulate the following:

8VAC20-542-30. Options for accreditation or a process approved by the Board of Education.

A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:

1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.
2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.

C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.

D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:

1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and
2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.

E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education...

Section 20-542-60 of the *regulations Governing the Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

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

Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.

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

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

Summary of Major Elements:

Averett University requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 8-11, 2009. Attached are the *Professional Education Program Review Team Report of Findings* and Averett University's *Institutional Response to the Professional Education Program Review Team Report of Findings*.

The overall recommendation of the on-site review team was that the professional education program be "accredited." Below are the recommendations for each of the four standards:

STANDARD	TEAM'S RECOMMENDATIONS
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met Minimally with Significant Weaknesses

On March 15, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education accept the recommendation of the on-site accreditation review team that the professional education program at Averett University be "accredited," indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Averett University be "accredited," indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Impact on Resources:

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

Timetable for Further Review/Action:

An on-site review of professional education programs will be conducted on a seven-year cycle.

Appendices

- *Professional Education Program Review Team Report of Findings*

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

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

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VISIT TO:

Averett University
Danville, Virginia
November 8-11, 2009

Members of the Review Team:

Dr. Patricia Shoemaker, Chair
Dr. Jan Stennette
Dr. Margaret D. Knight
Dr. Harold Wright

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Averett University

Standards	Team Findings:
Overall Recommendation: Accredited	
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.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met
B. Standard 2 — **Candidate Performance on Competencies for Endorsement Areas.** Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC20-542-70 through 8VAC20-542-600.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met
C. Standard 3 — **Faculty in Professional Education Programs.** Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met
D. Standard 4 — **Governance and Capacity.** The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.	___ Met _X_ Met Minimally with Significant Weaknesses ___ Not Met

I. Introduction

Description of the Institution

Averett University (AU) is a private, co-educational institution, located in Danville in south central Virginia with regional centers in Northern Virginia, Richmond, Tidewater, and Southern Virginia. Chartered in 1859 as Union Female College, Averett moved from college to university status July 1, 2001. The main campus is situated on approximately 19 acres in a beautiful residential section of Danville (population 48,660). Additional facilities include the 100-acre Averett University Equestrian Center and the 70-acre North Campus physical education and sports complex. The university currently enrolls a total of 2,500 students, with 797 undergraduate students and 22 graduate students in the on campus "traditional" programs and approximately 1,700 students in off-campus courses and programs. Averett is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

The university's mission, as stated in the catalog, is as follows:

> *Through personal attention for all students, Averett prepares them for successful lives by encouraging each, in the liberal arts tradition, to ask and answer important questions, form and defend judgments, and evaluate diverse views thoughtfully. In accordance with our Christian heritage, we value academic and religious freedom, spiritual growth, academic excellence, diversity, and tolerance.*

The racial and ethnic diversity of AU's service areas are represented below.

CITY/COUNTY	POPULATION	WHITE NON-HISPANIC	BLACK OR AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	OTHER RACES	TWO OR MORE RACES
Caswell County, NC	23,501	61.07%	36.52%	0.15%	1.77%	0.19%	1.17%	0.86%
Danville, VA	44,947	53.30%	44.10%	not available	1.30%	not available	not available	0.80%
Halifax County, VA	37,355	60.20%	38.02	0.24%	1.23%	0.20%	0.44%	0.77%
Henry County, VA	57,930	89.47%	10%	0.41%	3.46%	0.16%	1.39%	0.92%
Martinsville, VA	15,416	55.38%	43%	0.47%	2.32%	0.10%	0.69%	81.00%
Patrick County, VA	19,407	91.75%	6.20%	0.16%	1.87%	0.21%	0.94%	0.71%
Pittsylvania County, VA	61,745	75.00%	23.66%	0.19%	1.23%	0.14%	0.37%	0.63%
Rockingham County,NC	91,928	77.33%	19.57%	0.28%	3.07%	0.27%	1.69%	0.83%

The percentage of persons living below poverty level ranges from approximately 9.6 percent to 20.3 percent among the school divisions in which the Averett University Education Department places interns (Martinsville City: 20.3 percent; Patrick County: 13.4 percent; Halifax County: 18.6 percent; Henry County: 16.1 percent; Danville City: 20.7 percent; and Pittsylvania County: 11.8 percent); the state poverty level is 9.9 percent. The percentage of high school graduates in these school divisions is also lower than the state average of 81.5 percent, ranging from 25.4 percent to 68.5 percent.

Professional Education Program

The Averett University Education Department consists of four full-time faculty members and six adjunct instructors. The number of students enrolled during the 2007-2008 school year was 98 (declared with interest in teacher preparation), 29 who had been admitted to the Teacher Education Program.

Programs Offered/Degree Levels

Endorsement Area	Level
Computer Science	Undergraduate/Graduate
Elementary Education PreK-6	Undergraduate/Graduate
English	Undergraduate/Graduate
Driver Education (add-on endorsement)	Undergraduate
Health and Physical Education PreK-12	Undergraduate/Graduate
History and Social Science	Undergraduate/Graduate
Journalism (add-on endorsement)	Undergraduate
Mathematics	Undergraduate/Graduate
Reading Specialist	Graduate
Science: Biology	Undergraduate/Graduate
Speech Communication (add-on endorsement)	Undergraduate/Graduate
Theatre Arts PreK-12	Undergraduate/Graduate
Visual Arts PreK-12	Undergraduate/Graduate

In addition to the programs listed above, the Department also has offered a series of four courses in gifted education in response to a request from the school divisions because several teachers in gifted education were retiring. However, Averett University is not requesting an approved program in Gifted Education.

Distance Learning/Off Campus

For some courses, Averett faculty members use the technological advantages of Blackboard 8.0 to provide various components of their courses such as announcements, syllabi, faculty-student communication, and testing. Only one education course, ED 502, Child and Adolescent Psychology, is taught solely online through the use of Backboard 8.0. No licensure programs are taught online or off-campus.

Major Changes since the Last Visit

Major changes are listed in the Institutional Report under the "Description of the Professional Education Program." Changes include the discontinuation of programs in Science: Chemistry, grades 6-12 and Special Education K-12 due to the lack of resources to support the major in chemistry and to very low enrollments in the special education program.

Additional programmatic changes include adding courses in gifted education, initiating courses in autism, and assisting 16 paraprofessionals in Henry County in obtaining the baccalaureate degree, all in response to requests from school divisions. The Department also created after-school programs staffed by education faculty and pre-service teachers.

At the graduate level, several courses have been revised to better address the competencies recently approved by the Virginia Board of Education. Also, admission requirements (GRE/MAT scores, writing exam) were added to enhance the qualifications of applicants. Background checks have been instituted for all pre-service teachers entering schools for practica or internships.

One new full-time faculty member has been hired. Several key K-12 educators serve as adjunct professors and bring fresh perspectives on the current state of teaching and learning in schools in the region. The Averett University Education Department also has increased its efforts in communicating and collaborating with arts and sciences faculty and with PreK-12 schools.

Program Reviews:

The Review Team's recommendations regarding program review is pending final review by the Virginia Department of Education (VDOE) of the program endorsement area matrices.

II.   *Findings for Each Standard:*

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

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

Program Design Framework

The Conceptual Framework includes a statement of program philosophy that reflects the Department of Education's mission statements for undergraduate and graduate programs. Long-range goals for 2005-2012 have been established by the Department with plans for assessing progress and for using the results of these assessments as part of the strategic planning process.

The program has developed specific knowledge and skills that are critical for competence at the entry level for educational professionals. Knowledge and skills are identified in the conceptual framework, in the individual endorsement program descriptions in the "Conditions for Qualifying Report: Section F," and in course syllabi and field experience handbooks:

- The conceptual framework outlines nine common learning outcomes for the professional education programs that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Candidates' portfolios include pertinent INTASC artifacts.

- Each program area has identified key competencies describing the knowledge and skills for the particular endorsement area ("Conditions for Qualifying Report" Section F: "Condition 6: Assessment of Academic and Professional Competencies for Students Exiting the Program"). The program level competencies are directly related to the Virginia standards for biennial approval of education programs (program endorsement areas).

- Goals and learning objectives for courses and field experiences are articulated in course outlines and in handbooks.

Available documents did not show how the nine learning outcomes identified in the conceptual framework, the key competencies in each program endorsement area, and the course objectives or individual assessments are related or aligned with each other.

The charts for each program in Condition 6 also show the measures used to assess each competency. One of the key sources of evidence cited in this document is "aggregate data regarding student performance." There are several collections of evaluations of individual students' work or performance during student teaching, in the documentation for courses and for evaluations. However, student performance data are not regularly compiled and reported by course or program area as described.

The Review Team's recommendations regarding program review (program endorsement matrices) is pending final review by the Virginia Board of Education. [Note: On January 14, 2010, the Board approved the Advisory Board on Teacher Education and Licensure's recommendation to grant "approved" status to Averett University's education programs (program endorsement areas).]

The conceptual framework is based upon state and national standards and includes a statement of philosophy and the nine INTASC-related learning outcomes accompanied by a listing of assessments for each learning outcome. The framework also includes a brief description of some of the theories and research used in courses in pedagogy, classroom management and discipline, reading and language arts. Course resources list multiple books, articles, and other resources which address research and best practice. Documentation in the course materials illustrate how the Virginia Standards of Learning (SOL) are addressed in each course. However, there is not a substantive, cohesive description of the knowledge base for the teacher education program that undergirds program design.

The Department of Education drafted the philosophy statement, learning outcomes, and the list of samples of the work of researchers and practitioners, most of which related to the professional studies courses in the Department of Education. These were shared with representatives from the various disciplines with programs in education for their review and input. Interviews with students indicate that they have a limited understanding of what the knowledge base is for the teacher education program.

The professional education programs for teachers and reading specialists include essential entry-level competencies needed for success in PreK-12 schools as described above. The program

design includes the alignment of general education, subject matter courses in the disciplines, and professional studies in order to support candidates' development of critical knowledge and skills. Evidence from the catalog, handbooks, Condition 6 descriptions of programs, and from interviews of candidates and practitioners indicated that the programs have been well-designed to provide candidates opportunities to develop the knowledge, skills, and dispositions critical for success in schools. The extensive integration of school-based assignments into many of the courses (including courses in the arts and sciences) and the well-planned sequence of field experiences are strengths of the program design.

The description of the conceptual framework included lists of candidate performance assessments for each of the learning outcomes listed in the conceptual framework. Individual programs also list assessments in their descriptions in Condition 6. The team reviewed several examples of assessments of individual candidates' work throughout the program and their performance during field experiences. These individual assessments indicated that the professional education program assesses candidates throughout the program using criteria identified in the individual assessments. However, it was not clear how the learning outcomes in the conceptual framework, the program competencies in Condition 6, and the assessment criteria in courses and field experiences are aligned. Also, while the sample assessments for individual candidates indicated they performed well on the criteria on the assessments, the team could not always determine from the assessments if all candidates achieved the knowledge, skills, and dispositions identified in the program design framework. Candidate assessment data are not aggregated by courses or by programs, other than the data as reported by Educational Testing Services regarding Praxis I and Praxis II assessments. Although faculty frequently discuss curriculum, candidate performance, and other issues related to program evaluation, the team did not find evidence of a formalized, systematic process for evaluating programs in which data and information regarding programs, including assessments of candidate performance related to identified learning outcomes, were regularly reviewed by various stakeholders.

Field Experiences

The AU Teacher Education Program has established a comprehensive sequence of field experiences involving observations, assisting in classrooms, micro teaching, tutoring, and student teaching. The "Designing a Continuum of Successful Field Experience: A Blueprint" (2006, Virginia Department of Education) was used as a resource in developing the field experiences ranging from a minimum of six hours for an early observation assignment to full-time student teaching (14 weeks, seven hours per day, which well exceeds the minimum 300 clock hours). The chart, "Field Placements: Department of Education," lists the types of placements, the time required and the methods of evaluation for each of the experiences (see Attachment A).

Candidates in the reading specialist program include two tutorials for students with special needs, the first for 15 clock hours and the second for 20 clock hours. Candidates in the Master of Education degree program in curriculum and instruction complete a teaching assistant experience for a minimum of 40 hours for seven to eight weeks.

Field placements are located in the school divisions listed in the "Introduction" (page 3), which are highly diverse. Interviews with teachers, graduates, and candidates, and visits to the schools

confirmed that candidates have experiences with racially and ethnically diverse students and with students from a range of socio-economic backgrounds. The division superintendents have signed a Partnership Agreement/Memorandum of Understanding in which the schools and the university "…mutually agree to a partnership that involves the collaboration of personnel and shared use of resources, facilities, and professional development of staff members in order to enhance the effectiveness of both institutions of learning." Field placements are included within the agreement.

Candidates report that they had multiple opportunities to demonstrate competence in the roles for which they are preparing. Overall, interviews and graduate survey responses indicate a high level of satisfaction with field experiences, with a few minor suggestions from candidates and from program graduates that included "less time on planning lessons and more time on experiencing teaching the lessons," or "more preparation for working with students with special needs." Copies of candidates' portfolios, class assignments, and student teaching evaluations indicate that they have multiple opportunities to plan, implement, and reflect upon their teaching and to receive feedback from university faculty (including education and arts and sciences faculty) and from school faculty. In reviewing the field experience guides, evaluations, field logs, and portfolios, the team did not find evidence showing how candidates are engaged in observing and reflecting upon home-school connections or if field experiences regularly provide opportunities for candidates to interact and communicate effectively with parents, communities, and other stakeholders. A few teachers who supervised candidates gave examples of how they involved the candidates with parents, but there is no evidence of a common expectation that all candidates have such opportunities.

Faculty teaching graduate level courses report that candidates have multiple opportunities to research their own practices or issues of importance to them in their work. Candidates often select research projects based upon the students with whom they work in an effort to improve their knowledge and skills in serving students. Examples of issues candidates researched in the Foundations of Education course include: multiculturalism, religion in the schools, character education, and inclusion. Candidates have multiple opportunities in the graduate level courses in the Master of Education and in the Reading Specialist programs to apply what they are learning in their classes in order to improve student learning. Faculty and candidates in graduate programs report that they have access to current educational technology and that they regularly integrate technology into their teaching and learning.

Collaboration

The Director of Teacher Education also serves as the Chair of the Department of Education and the Graduate Education Advisor. The Teacher Education Committee, which has representatives from the various disciplines with teacher preparation programs and from the arts and sciences faculty, is a coordinating body for professional education. Most of the activities of the Teacher Education Committee occur through informal channels. The Department of Education often submits items to the Teacher Education Committee or to department representatives via e-mail for them to review and provide input. There are no minutes for the Committee. Proposals for curriculum changes are submitted to the university's curriculum committee and finally to the full faculty for approval.

Interviews with professional education faculty and arts and sciences faculty teaching general and content courses indicated that they have excellent working relationships with faculty in the Department of Education. Arts and sciences faculty express interest in and commitment to teacher education programs. Arts and sciences faculty and the Director interact regularly in an informal manner on such issues as course development or instructional delivery or candidate progress. However, the current administrative structure places the majority of responsibilities and authority for developing and implementing programs, seeking and establishing partnerships, establishing policies and procedures regarding professional preparation programs, etc., upon the Director of Teacher Education and the Department of Education. The current governance structure does not seem to provide opportunities for the full potential of collaboration between arts and sciences and professional education faculty across professional education program responsibilities.

The professional education program has signed partnership agreements with six school divisions in Virginia and two in North Carolina. Interviews with teachers supervising candidates indicate that they find the handbooks useful, but that they have not received more formal preparation for their roles in supervising candidates. The professional education program conducts an orientation meeting each semester which allows the teachers to meet their interns.

The program has an active Education Advisory Board that meets twice a year and includes division superintendents and assistant superintendents, directors of instruction, human resources personnel, managers of public school programs and initiatives, and key personnel from local museums, a science center, and an institute for advanced learning and research. The review team attended the fall meeting of the Education Advisory Board, and members spoke highly of their relationship with Averett University's professional education program. School personnel expressed appreciation for the development of new programs in response to school needs: an offering of courses in gifted education since many teachers in that area are retiring; a Master of Education program in mathematics; courses leading to a certificate in autism; and a program for paraprofessionals to help them move toward licensure are a few examples. They report a need for continued strong preparation of candidates in the areas of "professionalism and classroom management," and requests to consider scholarships for *Teachers for Tomorrow* and help with providing training for mentor teachers. In addition, faculty in the Department of Education have been involved in research on such topics as promoting writing in grades five through eight and conducting studies in content area reading. AU regularly offers opportunities for teachers to attend workshops and institutes hosted by the university or Department of Education, frequently in conjunction with other partners such as the Danville Science Center and the Institute of Advanced Learning and Research. Other departments at AU also are actively involved with the schools and community. For example, the Department of Physical Education, Wellness and Sports Science reported that student athletes are highly involved as *Big Brothers and Big Sisters*. Also, one of the AU sports teams adopted a local elementary school and the Biology Department reported that their students regularly help with educational programs at the Science Center.

Review of Team Findings Based on Evidence Presented:

The professional education program design includes mission statements for graduate and undergraduate programs, a statement of philosophy, nine learning outcomes based on the INTASC standards along with assessments for each outcome, and a brief description of theories and research related to professional studies. Though course resources and individual syllabi list many theoretical and research sources, the team did not find evidence of a substantive, cohesive knowledge base that was developed by and understood by all stakeholders.

The professional education program has identified the knowledge and skills necessary for candidates to be successful as beginning professionals within the conceptual framework, within program descriptions in Condition 6, and within individual courses and field experiences. Each of these sets of knowledge and skills are critical to candidates' future success as beginning practitioners. Documentation included multiple collections of individual assessments of candidates' performance in courses and field experiences. It was not clear if the assessments for all candidates in programs were included or if these were samples of assessments. Generally, candidates perform well on the assessments available for review. The team did not find evidence of how the various sets of learning outcomes and assessments are related to each other and thus, overall, how well candidates meet competencies and learning outcomes identified in the program design framework. There seems to be a process for monitoring the progress and success of individual candidates at the individual assessment level, but data are not compiled and reviewed at the course or program level as stated in Averett's report in Condition 6. The team did not find evidence of a formal, systematic process for evaluating programs, though there are ongoing, informal conversations among faculty in education and arts and sciences which often lead to programmatic changes.

Averett has established a comprehensive sequence of field experiences that includes course-based assignments in the schools, early field experiences, and student teaching experiences. Candidates have multiple opportunities to practice critical skills and knowledge in a variety of diverse settings. Teachers supervising candidates reported that they did not receive formal preparation for their roles but they did find the field experience handbooks useful. The team did not find that the program has identified a consistent expectation that field experiences provide opportunities for candidates to observe school and classroom practices supporting effective home-school communication or school-community relationships or to interact with parents and other stakeholders.

The Department of Education collaborates well with arts and sciences faculty on an informal basis in such areas as review of applicants for admission, course development, and observation of candidates during student teaching, etc. The Department created an Averett Education Advisory Board comprised primarily of administrators from school divisions, the community college, and educational agencies. The Department has very good working relationships with the schools, and uses information from school divisions to create programs and services responsive to their needs. However, the majority of responsibility and authority for the professional education program resides within the Department of Education. Not all stakeholders are involved in policy-making and advisory bodies or in such tasks as developing the knowledge base for the professional education program or in ongoing, systematic program evaluation.

Recommendation for Standard 1: (Met/Met Minimally with Significant Weaknesses/Not Met)

MET

Weaknesses:

1. Though the professional education program has clear mission statements, learning goals, and examples of the theories and research which inform the program, there is not a substantive, cohesive description of the knowledge base for the design of the professional education program collaboratively developed by stakeholders.

2. While the professional education program monitors individual candidate progress on several course and field experience assessments, candidate assessment data are not regularly compiled and reported to provide evidence of the extent to which all candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.

3. Though the Department has established strong working relationships with arts and sciences faculty and with administration in the schools and in educational agencies, not all stakeholders are involved in policy-making and advisory bodies and in such tasks as developing the knowledge base for the professional education program or in ongoing, systematic program evaluation.

4. The program design does not include consistent expectations and opportunities for candidates to observe and reflect upon effective home-school communication practices or to interact and communicate effectively with parents, the community, and other stakeholders.

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

General Education Courses, Experiences, and Competencies

The professional education program ensures that candidates have completed core course requirements which provide experiences in English that prepare candidates to have a full command of the English language, use standard English grammar, have rich speaking and writing vocabularies, be knowledgeable of exemplary authors and literary works, communicate effectively in educational, occupational, and personal areas and that include the knowledge and skills needed to succeed on the Praxis I assessment in reading and writing. Evidence of the above areas of competence is found in English 111: Introduction to Writing and Research and in English 112: Introduction to Literature. In addition, candidates are required to take a communication class such as Theater 103: Introduction to Human Communication. Writing intensive classes such as English 470: Literature for Children, Education 378: Curriculum in PK-6 and Education 474: Secondary/PK-12 Curriculum are examples of courses which help to

satisfy this section of the standard. English 470: Literature for Children, Education 401: Instruction in Grades PK-6 and Education 406: Instruction in Secondary/PK-12 are examples of oral intensive classes. A new one-credit course in grammar skills is offered for candidates who may wish to take the course. Before student teaching, candidates must take and pass the Virginia Communication and Literacy Assessment to provide further evidence of reading and writing skills; before graduation, students must pass a writing Exit Examination. The Director of the Office of Student Success indicates that candidates may visit the On Campus Writing Center. The Center assists candidates with written communication skills and specific skills to pass the Praxis I assessment in writing.

The professional education program ensures that candidates have completed core and major courses and experiences in mathematics that prepare them to become mathematical problem solvers, communicate and reason mathematically, make mathematical connections, and that include the knowledge and skills needed to succeed on the Praxis I assessment in mathematics. Evidence of core courses in mathematics includes Mathematics 111: Theory of Modern Mathematics I and Mathematics 112: Theory of Modern Mathematics II. Mathematics requirements for other licensure areas vary according to the major. Mathematics placement tests are administered to all incoming students to determine areas of weakness and to assess the need for completing Math 100, a noncredit remediation course. Evidence of a one credit, 15-hour course to assist students in passing the mathematics portion of Praxis I is available every semester and can be found in Education 299: Special Studies, Praxis Math. Students must pass Praxis I before being admitted into the Teacher Education Program and move on to take their upper-level education classes. Mathematics is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates.

The professional education program ensures that candidates have courses and experiences in science that prepare them to develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers. Evidence of courses to meet the science requirements includes Biology 101: Introduction to Biology and Physical Science 101: Survey of Physical Science. Candidates are required to take a minimum of eight hours of biology and physical science coursework to gain elementary education PreK-6 licensure in Virginia. Science requirements for other licensure areas vary according to the major. Natural sciences is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates. Further evidence of courses to meet science requirements is found in Education 180: Earth Science/Geography for Educators and Education 483: Mathematics and Science in Grades PK-6. Candidates must attend events and take field trips to the Danville Science Center and to science events and workshops offered by the Danville-based Institute for Advanced Learning and Research, whenever possible and appropriate.

The professional education program ensures that candidates have completed core and major course requirements which provide experiences in history and the social sciences that prepare candidates to know and understand our national heritage, to develop knowledge and skills of American and world history, geography, government/political science, and economics. Evidence of course requirements includes History 201: United States History I, History 202:

United States History II, History 101: History of Western Civilization I and History 102: History of Western Civilization II. For geography, government/political science, economics, evidence is found in the following required courses: Political Science 131: The World of Politics, History 201: United States History I; History 202: United States History II; History 101: History of Western Civilization I; and History 102: History of Western Civilization II. Students seeking PK-6 Virginia licensure must take a minimum of six semester hours in American history— History 201: United States History I and History 202: United States History II; six hours in world history—History 101: History of Western Civilization I and History 102: Western Civilization II; three hours in the world of politics--Political Science 131: The World of Politics; and six hours in psychology--Psychology 205: Developmental Psychology and Education 322: Educational Psychology. History and social science requirements for other licensure areas vary according to the major. History and Social science is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates.

The professional education program ensures that candidates have other courses and experiences including the fine arts, communications, literature, and philosophy to produce a well-rounded individual. Candidates seeking Virginia licensure must complete a minimum of six credit hours of art and music, three credit hours of communications, nine credit hours of literature, three credit hours of philosophy or ethics, four credit hours in health and fitness, and three credit hours of religion. Evidence of course requirements in art and music include a choice of Art 103: Visual Arts; Art 205/305/306: Art History; and Music 260/261: Music History. Evidence of course requirements in communications is found in Theater 103: Introduction to Human Communication or Theater 300: Public Speaking. Evidence of course requirements in required courses in literature include English 112: Introduction to Literature; English 201: Major British Authors; and English 470: Literature for Children. Evidence of course requirements in ethics includes Philosophy 150: Introduction to Philosophy or Philosophy 210: Ethics. Four credit hours are required in health and fitness which include Health 220: Health and Fitness for the 21st Century for PK-6 or Health 110: Contemporary Health Problems for Secondary/PK-12. Evidence for three credit hours of religion can be found in Religion 101: Introduction to Old Testament Literature or Religion 102: Introduction to New Testament Literature. Foreign language is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates.

The curriculum presented in the documents and in the report outlines the opportunities candidates have to develop the basic knowledge and skills expected of beginning professionals. Applicants to the Teacher Education Program also must take and pass the Praxis I assessments in order to be admitted to the program. The review team requested more information on how well candidates performed on the Praxis I subtests in Reading, Writing, and Mathematics. The data were provided in Excel files by faculty in the Teacher Education Program during the on-site visit and are reported in the charts on the next page. The charts show data for applicants to the Teacher Education Program aggregated across four years, 2005-2009, for Praxis I assessments in Reading, Mathematics, and Writing. Pass rates are not computed in those instances where there are fewer than 10 test-takers across the four years.

Number of Applicants to the Teacher Education Program Taking and Passing Praxis I Assessments in Reading, Writing, and Mathematics from 2005 to 2009

[Note: Candidates must take and pass Praxis I assessments for entry to the Teacher Education Program and to pass Praxis II, VCLA, and VRA (when applicable) prior to admission to student teaching.]

Program	Praxis I: Reading			Praxis I: Writing			Praxis I: Mathematics		
	Number Taking Test	Number Passing Test	Percent Passing Test	Number Taking Test	Number Passing Test	Percent Passing Test	Number Taking Test	Number Passing Test	Percent Passing Test
Health and Physical Education	11	9	82%	[*]	[*]	--------	[*]	[*]	--------
History and Social Science	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
Liberal Studies (Elementary Education)	66	36	55%	70	44	63%	69	35	51%
Art (Visual Arts)	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
Mathematics	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
English	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
MED: Elementary Education	11	4	36%	10	4	40%	10	7	70%
MED: Health and Physical Education	10	3	30%	[*]	[*]	--------	11	4	36%
MED: Mathematics	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
MED: English	[*]	[*]	--------	[*]	[*]	--------	--------	--------	--------
MED: History and Social Sciences	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------

[*] – Denotes fewer than 10 test takers

The professional education program does not consistently aggregate Praxis I entry level requirement data for all applicants who take the assessment. It is not clear how the professional education program is addressing the issues reflected in the lower scores. It is not clear how the professional education program addresses the pool of candidates who do not pass the required Praxis I assessments for entry into the program.

All candidates are required to pass Praxis II, the Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA), when applicable, prior to admission to student teaching. The Review Team also requested additional information on how well candidates who applied for student teaching did on these exams. Data for 2005-2009 were provided during the on-site visit. The number of candidates who took and passed the Praxis II assessments across four years, 2005-2009, are shown in the chart on the next page.

Number of Candidates Taking and Passing Praxis II Assessments from 2005 to 2009

Program	Praxis II		
	Number Taking Test	**Number Passing Test**	**Percent Passing Test**
Health and Physical Education	[*]	[*]	--------
History and Social Science	[*]	[*]	-------
Liberal Studies (Elementary Education PreK-6)	59	56	95%
Art (Visual Arts)	[*]	[*]	-------
Mathematics	[*]	[*]	-------
Science: Biology	[*]	[*]	-------
English	[*]	[*]	-------
MED: Elementary Education	[*]	[*]	-------
MED: Health and Physical Education	[*]	[*]	-------
MED: Mathematics	[*]	[*]	-------
MED: English	[*]	[*]	-------
MED: History and Social Science	[*]	[*]	-------

[*] – **Denotes fewer than 10 test takers**

All candidates taking the VCLA from 2006 to 2009 passed the exam with the exception of one candidate of the seven in the MED Elementary PreK-6 program. Five of the six MED Elementary Education candidates passed the VRA and 31 of 35 (89 percent) Liberal Studies Elementary Education candidates passed the VRA.

The professional education program does not consistently aggregate Praxis II, VCLA, and VRA data for all candidates who take the assessment. It is not clear how the professional education program is addressing the issues reflected in the lower scores.

Professional Knowledge, Skills, and Dispositions

Candidates are required to take a sequence of courses and are offered experiences in which they have opportunities to acquire and learn to apply knowledge about the physical, social, emotional and intellectual development of children and youth. Evidence is found in course program requirements and syllabi that address these competencies included in PSY 205: Developmental Psychology; ED 322: Educational Psychology; HTH 220: Health and Fitness for the 21st Century (PreK-6)/Health 110: Contemporary Health Problems (PreK-12 or Secondary); and POS 131: World of Politics (Pre-K-6). PE 351: Adapted Physical Education is required for licensure in Health and Physical Education.

Through examination of course syllabi, evidence is found for students seeking PreK-6 licensure where they have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences. (ED 350: Reading and Language Development; ED 351: Field Experiences in Reading and Language Development; ED 443 Diagnosis and Application of Reading and Language Arts; ED 444: Practicum in Reading; ED 378: Curriculum in Grades PK-6; ED 379:

Teaching Assistant: Grades PK-6; ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; ENG 470: Literature for Children; and one additional 200 level or higher literature course).

Candidates seeking licensure in secondary areas of endorsement have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences (ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; ED 334: Content Area Reading and Language Development; and one additional 200 level or higher literature course.)

In addition, samples of evidence for Child Abuse and Neglect Recognition certificates are found as well as Master of Education with Teaching Certificate Evaluation forms. Evidence of field placements is found in ED 290: Foundations of Education; ED 322: Educational Psychology; ED 334: Content Reading and Language Development; ED 350: Field Experiences/ Practicum in Reading and Language Development; ED 379: Teaching Assistant Grades PK-6; ED 444: Practicum in Reading; ED 478: Teaching Assistant 6-12; ED488, 588: Directed Teaching/Seminar in Secondary PK-6; and ED 489, 589: Directed Teaching.

Candidates seeking PreK-6 licensure have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences. (ED 350: Reading and Language Development; ED 351: Field Experiences in Reading and Language Development; ED 443 Diagnosis and Application of Reading and Language Arts; ED 444: Practicum in Reading; ED 378: Curriculum in Grades PK-6; ED 379: Teaching Assistant: Grades PK-6; ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; ENG 470: Literature for Children; and one additional 200 level or higher literature course).

Candidates seeking licensure in secondary endorsement areas have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences (ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; ED 334: Content Area Reading and Language Development; and one additional 200 level or higher literature course.)

Course syllabi in such courses as ED378: Curriculum in Grades PK-6 and ED 401: Instruction of PK-6 show evidence of engaging students in the study of diversity where candidates take the VARK diagnostic test to validate learning preferences and their learning styles and Multiple Intelligences are diagnosed. In ED 401: Instruction of PK-6, differentiation of instruction, learning modalities, and Assertive Discipline are part of the evidence. During interviews, school division administrators reported that graduates from Averett are prepared to work with students in inclusive settings and diverse student populations. They also indicate that the Education Department needs to continue to work with candidates to ensure that they have the skills needed to work with diverse students and their families and have the skills necessary for good classroom management and professionalism. In a meeting with undergraduate candidates, they reported that they are well-prepared for dealing with diverse student populations. Candidates also said that they are given strategies for addressing diverse parents. Finally, these candidates agree that they are placed in diverse school settings in their practicum and student teaching experiences.

Appropriate use of technology is integrated in various required courses in the undergraduate and graduate programs. In addition, two Averett graduates who teach mathematics in one of the division schools reported during an interview that technology was integrated "very well" in the courses they took in their master's level classes.

According to the Institutional Report, candidates in the program are required to take a sequence of courses and complete multiple experiences in teaching methods in which they must understand and use the principles of learning, methods for teaching content, classroom management, selection and use of teaching materials, and evaluation of student performance.

These experiences are verified in coursework required for PreK-6 licensure which include ED 378: Curriculum and ED 401: Instruction where the course syllabus and activities include portfolio assessment, rubrics, curriculum planning and mapping, thematic units, lesson planning, classroom management strategies, differentiated instruction, and instructional methods. Coursework required for PreK-12 licensure includes ED 474: Curriculum where lesson planning in mathematics and science, portfolio development are a major focus. In ED 406: Instruction with Experiences, evidence is found related to direct instruction, lesson planning, lesson planning and strategies, classroom management, and student assessment procedures.

All candidates complete a practicum and student teaching experiences that require extensive lesson planning. During student teaching, candidates are serving as "full-time" teachers in direct contact with students and are responsible for planning and carrying out instruction based on appropriate standards. Evidence is found in student teaching evaluations by the cooperating teacher, school administrator, and Averett supervisor. Sample evaluations indicate that, on a 1-5 scale, candidates are performing from average to superior. Comments such as "good classroom management," "prepared and motivated," and "plans his lessons according to the VA Standards of Learning" are made. In addition, there are three other instances where candidates have the opportunity to have a positive effect on student learning as a teacher aide (paraprofessional), teacher assistant, and reading tutor. Sample evaluations for teacher aides, on a 1-5 scale, indicate that candidates are performing at a superior level of performance. Comments such as "very enthusiastic and shows a rapport with students" and "will make an excellent teacher" are made by cooperating teachers. Sample evaluations for teacher assistants, on a 1-5 scale, indicate that candidates are performing at an above normal to superior level of performance. Sample reading teacher evaluations, on a 1-5 scale, indicate that candidates are performing at a superior level of performance.

Candidates analyze and reflect on student performance through journal entries, observational feedback from cooperating teachers, Averett supervisors, and peers. Candidates reflections include comments on planning, working collaboratively with school staff, and implementing a lesson as a lead teacher.

The professional education program ensures that all licensure candidates complete a sequence of coursework and activities in which candidates acquire the ability to use educational technology to enhance student learning. Evidence of coursework required for all candidates seeking licensure includes CSS 113: Microcomputers and Application Software.

However, in interviews with undergraduate candidates they indicate that they are presented with "a lot of instruction" in Microsoft Office but they receive very little "hands-on" experience in the use of technology. They also indicate that SMART Boards do not work properly in the education classroom. Candidates who are in science and mathematics indicate they receive lots of "hands-on" experiences through various science and mathematics courses but not in the courses in the Education Department.

Interviews with candidates in undergraduate programs indicated that the professional education program does not provide adequate working equipment and "hands-on" experiences in technology in the undergraduate education program. This is reported as a weakness in the report of findings section.

Throughout the professional education program coursework, candidates receive instruction in how to analyze various types of data for planning and assessment purposes. Evidence is found in courses for PreK-6 licensure candidates who complete ED 443/444: Diagnosis and Application of Reading and Language Arts, where candidates administer informal and formal assessment procedures in literacy areas and learn how to write formative and summative diagnostic reports. Field assignments for this course provide opportunities to use and interpret actual assessments and to develop instructional plans to remediate struggling readers or provide additional instruction for gifted readers.

Evidence is found for PreK-12 licensure candidates who learn disaggregation techniques in ED 474: Curriculum. Candidates also learn how to use the disaggregated data to improve classroom instruction and develop individual tutoring plans.

Review of Team Findings Based on Evidence Presented:

The professional education program ensures that candidates complete coursework and field experiences which prepare them to develop the competencies for beginning professionals. The sequence of coursework includes core courses in English, including oral and written communications skills; mathematics, including core and major course requirements; science courses that prepare candidates to develop and use experimental design in scientific inquiry; and history and social science where the focus is on preparing candidates to know and understand our national heritage, world history, geography, government/political science, and economics. In addition, candidates take other courses including the fine arts, communications, literature, and philosophy.

Candidates must take and pass Praxis I for entry to the Teacher Education Program and to pass Praxis II, VCLA, and VRA (when applicable) prior to admission to student teaching. Though the professional education program monitors individual candidates' performance on these exams, data regarding candidates' performance are not consistently aggregated for Praxis I, Praxis II, VCLA, and the VRA. The team requested additional information regarding the performance of applicants for the Teacher Education Program on Praxis I in order to obtain additional evidence of how well candidates meet basic skills requirements. The team also requested data on Praxis II as additional information on how well candidates who are applying for student teaching have mastered subject matter knowledge. Summaries of the information, particularly regarding

candidates' performance on the writing and mathematics subtests on Praxis I and on Praxis II, indicate that candidates in some programs are not performing well on these tests. It is not clear how the professional education program addresses the issues reflected in the lower scores and addresses challenges faced by candidates who do not pass Praxis I or Praxis II which are required for entry into the program (Praxis I) and for entry into student teaching (Praxis II).

The professional education program has identified a sequence of courses where candidates acquire and learn to apply knowledge about the physical, social, emotional, and intellectual development of children. In addition, the professional education program provides required courses and experiences in differentiation of instruction, technology integration, and practicum and student teaching. Candidates complete a sequence of coursework in educational technology to enhance student learning. However, the team found that candidates are not provided with adequate working equipment and "hands-on" experiences in technology in the undergraduate education program. This is reported as a weakness under Standard 4.

Recommendation for Standard 2: (Met/Met Minimally with Significant Weaknesses/Not Met)

MET

Weakness:

The professional education program does not regularly aggregate and review Praxis I entry level requirement data for all applicants who take the assessment and does not aggregate and review Praxis I, VCLA, and VRA data for all candidates taking the exams. It is not clear how the professional education program is addressing the issues reflected in the lower scores on the Praxis I subtests of writing and mathematics and on the Praxis II subject matter exams. It is not clear how the professional education program addresses the pool of applicants who do not pass the required Praxis I assessments for entry into the program or the pool of candidates who apply for student teaching but do not pass exams required for admission to student teaching.

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

Faculty Qualifications

Faculty vitae indicate that professional education faculty members in the professional education program have appropriate expertise that qualifies them for their assignments. The professional education program employs four full-time faculty members, of which three hold the Ed.D. degree and one holds the master's degree. The Department of Education faculty has demonstrated preparation and competence in general education at the elementary, middle, and high school levels; competence in special education; and competence in literacy education. A number of faculty members maintain the appropriate licensure through the Virginia Department of Education. The master's level faculty member has taken courses toward the doctorate degree, holds two graduate degrees, has taught high school, and has served as a school principal. Of the four full-time faculty members, three are tenured and one is non-tenured. The professional education program also has a complement of 36 full-time faculty members in arts and sciences,

of which 23 have a doctorate degree and the others hold advanced degrees and significant experience in their field of study.

Several sources of evidence indicate that professional education faculty members demonstrate an understanding of current practice related to technology: course descriptions and course syllabi reflect the use of technology and student portfolios and projects reveal that candidates are using technology. Interviews with professional education and university administrators indicate that resources are allocated for professional development in using technology. Two point sixteen percent (2.16%) of the 2009-2010 university budget is allocated to technology and support of technology. For example, faculty members received e-portfolio training through a Microsoft grant and developed the e-portfolio guidelines and rubric before they implemented the e-portfolio requirement in the Foundations of Education fall 2009 course. Some faculty members, particularly at the graduate level, are using Blackboard to manage course content and student assignments. Artifacts of candidates' work show that they are using technology: course assignments and portfolios include the use of video clips, spreadsheets, PowerPoint presentations, Internet research, online journaling, e-mailing, and video-taping. Candidates' lesson plans, reflection papers, and other assignments confirm that they are proficient in the use of word processing.

However, there are some indications that the equipment for instructional technology has not been kept up-to-date and that the faculty members do not consistently integrate current technologies across all programs, particularly in the undergraduate programs. Two SMART Boards are available, but have become outdated and are no longer used. Some of the undergraduate candidates reported that they experienced very little technology integration in their courses until they went into the PreK-12 schools for field experiences. Candidates in the mathematics and science areas and candidates in graduate programs experience more integration of technology than some of the other areas of undergraduate study. Several plans are in process to increase the availability of current technologies in campus classrooms and to provide training to use these technologies. The approved Department of Education budget for the 2009-2010 year includes the purchase of two SMART Boards dedicated for use by the Department. A technology teacher at a local high school has agreed to provide training to Averett faculty and students in their use once the boards arrive. One Mimio Capture Board will be set up in the Department of Education classroom and all faculty will receive training very soon.

The *Virginia Standards of Learning* are reflected in course syllabi created by the professional education faculty to include course learning objectives, requirements, and practica field experiences. Interviews with faculty in arts and sciences and in professional education revealed that they have a strong understanding of the *Standards of Learning*, address the SOL specifically in their instruction, and require candidates in the program to develop and implement instruction which ensures that PreK-12 students master the SOL.

The professional education faculty members demonstrate their understanding of cultural differences and exceptionalities and their instructional implications through information in their vitae and through the courses and instructional assignments they plan as part of the professional education program.

Faculty members in the Department of Education have accumulated experiences with cultural diversity through:

- Extensive experience at the PreK-12 level with special education, ESL, high poverty, and minority students;
- Travel to other countries;
- Instructing culturally diverse students at AU; and
- Knowledge and use of Learning Styles/Multiple Intelligences theories with diagnosis of students' learning strengths and limitations.

Candidates' Working Portfolios contain assignments created by faculty that require an awareness of cultural differences and exceptionalities. During interviews candidates and alumni with different ethnic and cultural backgrounds spoke frequently about the caring and compassion they received from the professional education program faculty. Faculty members require that candidates build their knowledge of cultural differences and exceptionalities and indicate provisions for individual differences in their lesson plans. Faculty members ensure that candidates have field experiences in the PreK-12 schools that include working with special education, ESL, high poverty, and minority students. Candidates also have the opportunity to interact with a diverse population of peers: the ethnic makeup of the candidates in the Department of Education is Asian 2 percent, Black (African American) 14 percent, Hispanic 2 percent, and White 82 percent.

Review of faculty vitae confirmed that professional education faculty members who supervise candidates during field experiences have had multiple professional teaching experiences in PreK-12 school settings. These experiences include, but are not limited to: past teaching and administrative responsibilities in diverse school settings; current experiences in tutoring PreK-12 students in reading and handwriting; working with at-risk students in practica and after-school programs; participating on a number of boards and committees to assist with design and delivery of instructional programs in the public schools.

Professional education faculty members also are involved in professional activities related to the professional preparation of teachers and reading specialists. Faculty members serve as members and officers in the Virginia Reading Association, the International Dyslexia Association, and local boards such as the Danville Reading Center and the Pittsylvania County School's Gifted Education Council. New programs are designed and implemented in response to the needs of the PreK-12 community, with suggestions made by the Education Advisory Board at its yearly luncheon meeting and other communications and by others in the service area. Examples of new programs initiated in this way include the four-course gifted classes providing the coursework for teachers desiring to add gifted education to their certificates, and the Averett Autism Initiative with its three-course series to give regional teachers, parents, paraprofessionals, and Averett students information about the characteristics and treatment of individuals diagnosed with an autism spectrum disorder. The autism courses have been approved for tuition reimbursement through the Virginia Autism Council.

High Quality Instruction

Course syllabi indicate that professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement. Course syllabi are revised and updated each semester by the professional education faculty to reflect current research and practice regarding teaching and learning. Course syllabi, candidates' work samples and portfolios, and statements during interviews indicate that instructional teaching methods include a variety of models and approaches such as cooperative learning, group assignments, reflection journaling, Internet research, and presentations.

Course content, requirements, assignments and field practica include aspects that promote student reflection, critical thinking and problem solving through class discussion, lecture, cooperative learning, individual research and collaborative work with the PreK-12 schools and practicing teachers. Working Portfolios are created by each candidate and evaluated by faculty.

Artifacts displayed in candidates' portfolios, course syllabi, faculty portfolios, work samples, course teaching methods, assessments, evaluations by cooperating teachers and instructors, and responses during group interviews support the fact that the teaching of the professional faculty reflects knowledge and understanding of cultural diversity and exceptionalities. Candidates identified work samples by the INTASC principles and the Virginia Standards of Learning which include indication of an understanding of cultural diversity and exceptionalities.

The process for evaluating the teaching of faculty is outlined in the faculty handbook. The evaluation of teaching appears to rely primarily upon student evaluations of courses taught. The results of these evaluations are compiled each semester. Results of these evaluations were provided for all departments in the university for several recent years. However, data for the Department of Education for all but one year reflected a major problem with aggregating the data for the Department, resulting in unusable data. Data for one year, 2007, revealed that students evaluated courses and faculty in the Department at or above AU averages on the statements rating how well the course and instructors engaged them, increased their interest, responded to them, and motivated them:

- "I learned a lot"
- "increased my interest"
- "provided clear explanations"
- "sufficiently difficult"
- "provided learning experiences"
- "responded to questions"
- "well-prepared"
- "kept office hours"
- "generally attentive in class"
- "completed assignments"
- "sincere efforts to do best"

Faculty evaluations based on student ratings of the course and instruction are reviewed by the Vice President for Academic Affairs and shared with faculty members by the Chair of the Department of Education. The process states that "strengths and weaknesses are discussed to promote plans for improvement when appropriate" but there is lack of documentation on how the results of the evaluations are shared and used to improve teaching and learning on a consistent basis. Interviews and conversations with faculty indicated that because of the small size of the faculty and the close proximity of the offices, much information is shared during informal conversations, e-mails, and telephone calls.

Policies Governing Faculty Assignments

Averett University's Faculty Handbook indicates that full-time faculty members are expected to teach the equivalent of 12 semester hours of credit each of the two semesters. In addition, faculty are expected to serve on University committees, advise students, share in the work of departmental planning, and support student activities. Averett is a teaching institution and faculty members are expected to exert full effort to provide quality instruction to students. The Faculty Handbook states that the administration may offer course load equivalence for performing certain non-classroom tasks. Only under most extraordinary circumstances may a faculty member teach in excess of 16 semester hours of credit in any one semester. Each of the four full-time professional education faculty serves on several University and department standing committees, work on PreK-12 projects, advise candidates, and complete other internal responsibilities. Faculty members in the Department also frequently teach overloads and independent studies. At this time, the Department is seeking to fill a fifth faculty position, which would greatly help in redistributing the responsibilities of the current faculty. The Director of Teacher Education also serves as the Chair of the Department of Education, oversees the graduate programs, and serves as the primary advisor for the graduate programs.

Faculty of the Department of Education follow a planned procedure for procuring new faculty as addressed in the University Faculty Handbook. The Vice President for Academic Affairs, in collaboration with the Department of Education, directs the national search procedures for hiring new faculty and works to secure adequate budget resources to employ and retain quality and diverse faculty. The document, Averett University Education Department Faculty Recruitment: 2005-2009, indicates that the recent hiring of a male who is part Native American is an indication of the efforts to hire diverse faculty. It is indicated that the main difficulty with filling vacant positions is the low salary.

Faculty Development and Evaluation

The University Faculty Handbook states that it is incumbent upon professionals to undertake activities to enhance their knowledge and skills and to assure that they remain current in their disciplines. Professional education faculty participate in conferences, VDOE-sponsored workshops and training, and other off-campus, professional development activities. The Faculty share information at monthly faculty and AU Department meetings, attend University-sponsored Lecture Series which bring scholars from a variety of disciplines to speak, participate in instructional experiences with PreK-12 professionals and SOL, provide university support for action research projects and community service learning activities, and participate in the

Interdisciplinary Day sharing of faculty expertise and talent. The University's budget includes funding for faculty travel and professional development. Documents indicate that each faculty member has an allotted travel amount within their department and the Vice President for Academic Affairs has a budgeted amount that each faculty member can tap into for other professional development. Travel and professional development funds that were budgeted for the Department of Education were expended by the faculty.

Professional Education faculty are involved in professional development through the AU-sponsored Lecture Series which bring scholars from a variety of disciplines to speak at AU, instructional experiences with PreK-12 professionals, university action research projects, and community service learning activities that enhance professional skills and practices of pre-service and in-service teachers. Faculty members are involved in designing and presenting professional activities in response to educational needs of the community such as autism awareness. Most of the faculty members' involvement in professional development in their professional fields appears to be local.

The program reports that, prior to graduation, candidates complete survey assessments evaluating each student teaching placement, their host teachers, and the entire Professional Studies in Education program. These results are reviewed by the professional development faculty, discussed and utilized to improve the programs. However, the team was not able to access information summarizing or analyzing the results of the evaluation or plans to improve programs based on these evaluations.

The Faculty Handbook discusses evaluation of faculty which primarily relies upon student evaluations of courses. Such evaluations are conducted in each course for new faculty during the first two years; other faculty are evaluated in two classes each semester. Contributions to teaching, scholarship, and service are considered when one applies for tenure or promotion. The Faculty Handbook states that promotion does not "follow automatically when a faculty member has met the academic and experience qualifications of the next rank, nor when he or she has served a certain number of years." Rather, the following criteria will guide department chairs and the Dean of Arts and Sciences in making recommendations to the President concerning promotion:

1. evidence of effective teaching;
2. evidence of a strong sense of professional responsibility;
3. interest in scholarly pursuits, including continuing study in the faculty member's academic discipline;
4. attainment of excellence in teaching, scholarship, or service;
5. evidence of appropriate professional involvement beyond the University;
6. willingness to exercise responsibility and/or leadership in faculty and academic affairs;
7. length of service at the University;
8. commitment to the philosophy and goals of the institution; and
9. availability of funds.

Tenure decisions as well are "made for the common good" rather than to "further the interests of individuals or of the University." Teaching, scholarship, and service are the primary criteria considered. Other factors, including, but not limited to, philosophical compatibility, changes in academic programs that occur after the candidate was hired, and individual research or teaching interests may influence the judgment of candidates, tenure committees, and administrators.

Review of Team Findings Based on Evidence Presented:

The full-time and adjunct professional education faculty members represent diverse backgrounds and are qualified for their assignments and are actively engaged in the professional community. Indicators of the achievement of this standard include the fact that the professional education faculty have completed formal advanced study, earned doctorates or have exceptional expertise in their field. They have demonstrated competence in each field of endorsement area specialization, and they demonstrate understanding of current practice related to the use of computers and technology. However, the professional education program does not maintain working and updated technology hardware for use in the classroom, particularly at the undergraduate level (this is reported as a weakness under Standard Four which addresses resources). Professional education faculty members demonstrate understanding of Virginia's Standards of Learning and an understanding of cultural differences and exceptionalities and their instructional implications. The faculty who supervise field experiences have had professional teaching experiences in PreK-12 settings. Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in PreK-12 schools.

It was found that 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 include the use of instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement. Evidence supports that the teaching of the professional education faculty encourages candidates to reflect, think critically, and solve problems and reflects knowledge and understanding of cultural diversity and exceptionalities. Faculty evaluations are primarily based upon student evaluations of courses they teach. Results of the evaluations are shared with the faculty member by the Chair. The process states that "strengths and weaknesses are discussed to promote plans for improvement when appropriate" but there is lack of documentation on how the results of faculty evaluations are shared and used to improve teaching and learning, scholarship, and service on a consistent basis.

The professional education program ensures that policies and assignments are in keeping with the character and mission of the institution. Indicators of achievement of this standard include the fact that the workload policies and assignments support a 12-credit hour load with only rare exceptions made for teaching a 16-hour load. Policies governing the teaching loads of professional education faculty including overloads and off-site teaching are mutually agreed upon. There is a need for a fifth faculty member in the Department of Education. The university administration expresses strong support for continuing to advertise and fill this position, which would help to redistribute responsibilities among faculty in the department. Because of recent retirements, one individual has assumed several responsibilities as Director of the Teacher Education Program, the Chair of the Department of Education, and the primary coordinator and advisor for graduate programs in education, in addition to teaching six hours each semester. The need for additional faculty, staff, and administrative resources is reported under weaknesses cited in Standard 4.

The professional education program and the university ensure that there are multiple activities available for faculty to further develop their competence and professional involvement. Indicators of the achievement of this standard are found in the policies and practices described in the Faculty Handbook that encourage professional education faculty to be continuous learners and the fact that support is provided for professional education faculty to be regularly involved in professional development activities. Regular evaluation of professional education faculty is primarily based upon student evaluations of courses and the results are shared in fairly informal ways by the chair with the faculty members. Promotion and tenure policies (including pre-tenure) address teaching, scholarship, and service.

Recommendation for Standard 3: (Met/Met Minimally with Significant Weaknesses/Not Met)

MET

Weakness:

Annual evaluations of faculty rely primarily upon student evaluations of courses and results are shared informally by the chair with faculty members. Tenure (including pre-tenure) and promotion policies address teaching, scholarship, and service. However, there was lack of evidence of a systematic process that ensured regular evaluations of teaching, scholarship, and service and that the results of evaluations are used to promote improvement in those areas.

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.**

The professional education program is housed in the Department of Education and is coordinated by the Director of Teacher Education. The Director of Teacher Education oversees admission of candidates into the program, monitors their progress in the program, and recommends candidates for licensure. The Director is responsible for recruitment, outreach, developing new programs, orientation and training of faculty and school mentors, making field placements, and licensure and recertification. The Teacher Education Committee serves as an advisory board and includes faculty representatives from departments across the university who teach courses in the core curriculum and in the content majors and who advise candidates entering the Teacher Education Program.

Faculty Selection, Tenure, and Promotion Decisions

As evidenced in the Faculty Handbook (available online), there are clear processes for faculty recruitment, selection, tenure, promotion and retention decisions. Faculty positions are requested by the department and approved by the Vice President for Academic Affairs. Positions are advertised in *The Chronicle of Higher Education* and other appropriate publications. The Vice President for Academic Affairs collects résumés and makes them available to the department. The department chair and other members of the department review the résumés and can recommend up to three candidates to the Vice President for Academic Affairs for interviewing. That office makes arrangements for the interviews.

After interviews are complete and credentials and references have been checked, the Department Chair makes a recommendation to the Vice President for Academic Affairs who can concur or refuse. If the Vice President for Academic Affairs concurs, the negotiations for rank, salary, and any credit toward tenure are conducted by the Vice President for Academic Affairs and the prospective faculty member. Expectations of the candidate's performance during the first years also are negotiated. The Vice President for Academic Affairs then recommends employment to the President who initiates all contracts. After the signed contract is received, the Vice President for Academic Affairs notifies the unsuccessful candidates. Untenured faculty members whose contracts will not be extended are notified in writing by the President by March 15.

Procedures for tenure and promotion are clearly stated in the Faculty Handbook, including the minimum requirement of six years at Averett or three years from another institution (with tenure). During the pre-tenure time, the faculty member is engaged in working with colleagues to meet various criteria for tenure. According to the Faculty Handbook, three main areas are assessed for promotion and tenure: teaching, scholarship, and service. Other areas for consideration of tenure include philosophical compatibility, changes in academic programs since the faculty member's hire, and individual research agenda.

The professional education program participates in decisions regarding faculty hires, retention, tenure and promotion by having faculty members serve on university search committees and on pre-tenure and post-tenure committees.

Student Recruitment

The recruitment of students is a university-wide effort. Education faculty members participate in Open House sessions scheduled by Averett University, other institutions such as Danville Community College (DCC), and partnership school divisions. Averett also participates in the Teachers for Tomorrow initiative. Several individuals commented on the success of that program. In spring 2009, over 100 students and supervisory faculty toured the campus, attended a teacher education class and had lunch with Averett students in the Student Center. There was a fall 2009 campus visit by Danville Community College's TEACH club. The Director of Teacher Education sent a follow-up message to the instructor and included a request for the names of the students who visited. This information would be used for future contacts and an invitation for additional get-togethers.

Averett University renewed the DCC transfer student agreement to make it easier for students to transfer to the four-year institute. The Graduate Education Program Advisor (who is also the Department Chair and Director of Teacher Education) has recruiting responsibility for all graduate students in the Education Department. She is assisted by the Office of Institutional Development, the Admissions Office, and the Public Relations Office of the University. Programs and courses are promoted by e-mails to partnership school divisions, area newspapers, and notices on the Averett University Web site. At the meeting on November 10, 2009, the Advisory Board members were asked for their input regarding PreK-12 school needs. Some mentioned graduate courses they would like Averett to offer. The Director of Teacher Education

is actively involved in the recruitment of students for both the undergraduate and graduate programs.

Curriculum Decisions

Minutes from the Department of Education faculty meetings indicate that curriculum revisions for courses in the Department are discussed and made during these meetings. Curriculum changes follow the procedures as stated in the Faculty Handbook. Resource allocations and budget requests also are discussed during faculty meetings.

Curriculum questions or ideas outside of the Department of Education are generally addressed by the Director. One example is the collaboration between a faculty member in psychology and the Director on updating a course on human development and ensuring that students were involved in applying what they were learning in the course. Another example is the English professor who noticed the lack of adequate grammar skills of pre-service teachers in the Children's Literature course she taught. She submitted a one-hour course proposal through the curriculum approval process in the Department and this course is being taught for the first time this fall. Faculty members who work with candidates in education outside of the Department of Education report high regard for the Director and good communication and collaboration.

Long-Range Planning

The Department of Education has been involved in strategic planning over the past year. Long-range strategic planning goals were discussed at faculty meetings in 2008 and 2009. Goals were agreed upon at the August 21, 2009, education faculty meeting. These written plans include objectives, assessment methods, results, use of results and resources needed.

The long-range goals include, but are not limited to, topics related to autism, Kappa Delta Pi (KDP) initiatives, secondary programs, marketing of programs, increasing minority enrollments, maintaining the Teacher Education Program at high and rigorous standards, partnership assessment procedures, and DCC/AU additional communication and involvement. Department members were to select goals to develop and "begin work for the visit." It was noted that a marketing expert may be called in to help with the goal of promoting all educational programs. Minutes from the September meeting indicated that one of the Department of Education faculty members would work on a goal of including faculty members from other departments who are involved in teacher preparation.

Dr. Tiffany Franks, Averett University's new President, held a series of meetings which impacted education faculty and the development of long-range planning in the Department. Her small group meetings regarding Averett's future in all areas of development including facilities, finances, faculty, staff, and students have been very successful. Her energy and enthusiasm for Averett's future has been contagious and evident in faculty, staff, and students.

Since many of the long-range goals have been discussed and adopted recently, there is no indication of assessments or of monitoring progress at this point. However, three of the goals have been addressed. At the November 10 Advisory Board meeting, two faculty members

presented reports on two initiatives. The Autism Initiative began in 2007 as a three-course series with the third course being offered. The education faculty member who worked on this reported high interest, comfortable enrollments, and a desire to continue. Several members of the Advisory Board also commented on the success and requested continuation of the courses. The faculty sponsor of Kappa Delta Pi also presented her report to the Advisory Board (November 10). The application to establish a chapter of Kappa Delta Pi has moved forward at a strong pace and she was enthusiastic about holding the first initiation ceremony in the spring 2010. Another initiative involved the E-Portfolio project. Three of the four faculty members attended a series of webinars sponsored by the Council for Independent Colleges Teach 21 for training in best practices for E-Portfolios for candidate learning, reflection, and assessment.

Policy-Making and Advisory Bodies

The University and the Department of Education have developed good relationships with school divisions, particularly through the Averett Education Advisory Board. Superintendents, human resources personnel, and other central office school personnel serve on the Board as well as administrators from other educational agencies such as the Danville Museum of Fine Arts and History, the Danville Science Center, and the Institute for Advanced Learning and Research. AU and the Department have collaborated with the school divisions on several educational initiatives, including the development of the autism courses mentioned above, a sequence of courses on gifted education, a program to help paraprofessionals move toward licensure, etc. Advisory Board representatives from each partner school division and other community institutions were very positive in their comments regarding Averett's work with them and the pre-service teachers they work with. Many commented that they are glad to hire Averett graduates. The Board meets twice a year and discusses the needs of schools and ways to collaborate in meeting those needs and provides general feedback on their experiences with candidates and suggestions for preparation programs.

There are no teachers on the Board and at this time, input from teachers regarding the development, administration, evaluation and revision of programs, including field experiences, appears to be limited to informal feedback. During interviews, mentor teachers commented positively about the quality of preparation of the student teachers and how much they enjoyed working with Averett University's candidates and faculty members. There did not seem to be much formal preparation for their roles in supervising candidates except for a 30-60 minute orientation which was primarily dedicated to meeting their student teacher.

Candidates are not involved in advisory or policy-making bodies. They do provide feedback regarding the preparation program through exit surveys and program graduate surveys. Candidates evaluate their courses and also evaluate the programs through a written exit interview form. Surveys also are used to gauge student satisfaction with programs.

The Teacher Education Committee (TEC) shares some of the responsibilities for the professional education program. The charge for the Teacher Education Committee cited in the Faculty Handbook is that "This Committee coordinates the program of teacher education and administers policy relating to the admission of students to that program. It also acts as an advisory body to the Dean of Arts and Sciences in making recommendations concerning the development of teacher

education." The TEC has representatives from each of the licensure programs beyond those housed in the Department of Education.

The TEC committee members state that they participate in the approval process of students entering the Teacher Education Program. They also make at least three observations of student teachers in their content areas. Those evaluations are submitted to the Director of Teacher Education. They report that they are not generally involved in other responsibilities regarding professional education programs, such as recruiting students or partnering with school systems. Though members of the TEC informally discuss issues regarding programs, such as the progress of individual students or implementation of courses, there was no evidence that the TEC has a formal role in developing, administering, evaluating, or revising education programs.

TEC members were enthusiastic about working with the Department of Education and were very complimentary of the work of the Department. Interviews indicate that communication between the Director and the Teacher Education Committee members is very good. The Director keeps them informed of changes in state requirements or course offerings. When asked if they hold regular meetings, the response was that most communications were conducted via e-mails. They did indicate that if there was an issue with a student or other concerns, they would all meet after a regular University faculty meeting to resolve the issue. There are no minutes for the TEC.

The policies and practices of the program are in accordance with the policies and practices of Averett University regarding nondiscriminatory and due process guarantees to faculty. The Faculty Handbook states the process for recruitment, hiring, due process procedures for pre-tenure and post-tenure faculty members and grievances for these and other situations. The Student Handbook provides information on an appeals process regarding grades or other reviews of their performance.

Resources

The professional education program has four full-time faculty and six to nine adjuncts. The course load is four/four for three faculty members. These three faculty members frequently teach overloads and conduct Independent Studies. Over the past several years, the AU Department of Education has advertised and interviewed several viable candidates for a much-needed new position for a fifth faculty member. Due to some unique situations, no viable candidate has been hired to fill the position. The administration is to be commended for assuring the Department of Education that the position is being held until a suitable candidate can be hired.

The Director of Teacher Education has a reduced teaching load due to being Director, Graduate Advisor, and Department Chair. There is one Administrative Assistant and two student assistants during fall and spring semesters. According to a document, "Averett University Education Department Faculty Recruitment: 2005-2009", (Std. 4 1a), the State Department of Education suggested in an earlier on-site visit that there was a need for a Department Chair and Director of Teacher Education who would "serve solely in an administrative capacity and work on a 12-month contract." At that time, there were four full-time faculty members and one part-time member. Formerly, two faculty members served in administrative positions as Director of

Teacher Education and as Department Chair and Graduate Program Advisor. Each had a reduced teaching load. Due to changes in the faculty--two left and two new hires-- responsibilities were reallocated with all the administration duties and responsibilities shifted to one faculty member who is now Department Chair, Director of Teacher Education, and Graduate Program Advisor. Each of these administrative positions has grown to include more responsibilities. The Director is responsible for: admission, orientations, field placements, outreach and partnerships, recruitment, recertification and licensure, developing new programs, and updating materials, in addition to her responsibilities as department chair and graduate advisor and teaching.

Faculty offices are located in Frith Hall and there seems to be adequate office space even if a fifth faculty member is hired. There are computer labs located in Frith Hall as well as in other campus facilities. Most education classes are taught in Frith Hall. Classroom 106 has been designated as the education classroom and will soon have the new Mimio Board installed. Budgetary resources are sufficient for the operation of the programs. According to student interviews, more technology equipment would enhance the preparation of pre-service teachers. There is a need for a computer lab in the North Campus facility. The licensure program in Health and Physical Education is mainly housed in that building and although each classroom has one computer and two classrooms have two computers each, it would be helpful for students to have closer access to a computer lab. Students enjoy the convenience of wireless Internet in the new Student Center and in the Library.

Information regarding professional programs is gathered from surveys from principals, teacher evaluations of students, and students' written exit interviews. Although there are Virginia Department of Education on-site visits every seven years and other required reports, there do not seem to be any internal self studies or systematic accountability measures for program evaluations.

Resources are allocated to allow professional education programs to meet anticipated outcomes. At this time, three initiatives are well under way with more planned. The annual budgets for education are at or above the level of funding for other programs and are supplemented when necessary. Library allocations are the highest for educational programs and include new titles, over 1,000 education e-journals, videotapes, and other instructional materials as needed.

The University provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to faculty and candidates. Undergraduate candidates are required to take a computer science course and faculty can audit a course. They also are offered opportunities to enroll in computer courses on a regular basis. The series of webinars in E-Portfolios mentioned previously, are an example of one of the opportunities offered to faculty. Professional education faculty use their training to instruct the candidates in using the new skills in their student assignments. The University's Computer Center and trained-faculty help candidates improve their technology skills in using e-mail, online registration, Blackboard, Excel, e-Portfolio development and other assignments utilizing other technology skills. The Social Sciences and Distance Learning Librarian, provides online tutorials for students to learn how to access resources in the library.

Office space is provided for four full-time faculty members. Adjunct faculty have access to work space near the education faculty offices and the Administrative Assistant on the 4th floor of Frith Hall. The question was asked if this was adequate and the response was "yes" mainly due to the fact that many adjuncts work from home, had late afternoon or evening classes and the 4th floor was quieter at that time. A tour of the facility supported that response. The work areas have cubicles in recessed alcoves and the surroundings were quiet, adequate and useful. All faculty, from full-time to adjuncts, have access to technology, mail service, and Blount Library's facilities including study carrels, classrooms, and check-out of books and materials. The budget provides for adequate instructional supplies, mileage for supervision of students in the field, and other program needs. New purchases include the Mimio Capture to replace one of the older out-dated SMART Boards. Faculty and students commented on the uselessness of these pieces of equipment. Jump drives were provided for each faculty member. Maintenance of technology equipment and Frith Hall is conducted on a regular basis and equipment failure is remedied in a timely manner. The Student Success office also works closely with faculty when a student is absent or is having academic problems. Resources are provided to aid the education programs prepare pre-service teachers to graduate as professionals.

Budget allocations support undergraduate and graduate programs. Budget records indicate that the Department of Education receives good support, equal to or above allocations for other units, from the university. All university faculty members receive $600 for professional development. Education faculty members also receive $50 to spend for supplies and each member receives $50 for membership in a professional organization. The Department Chair receives additional travel money. Money is budgeted to include honorariums for mentor teachers who work with student teachers.

The Averett Library allocates funding for specific requests for education students. Materials include videos, over 1,000 education e-journals, a special location for the Children's Literature Collection, and other educational materials. The library's expenditures to support the Department of Education were the highest of those for all departments. All library faculty members assist students with research and the use of materials and technology. The computer lab located in the lower level of the library recently received 16 new computers. The computer lab also has been used by an education faculty member to hold regular classes for a number of years. The Social Sciences and Distance Learning Librarian offers an online tutorial in how to utilize the library specifically for education students. The library provides areas for education students to view required videos. A new Mimio Capture (similar to interactive SMART Board) has been delivered and will be set up soon in Classroom 106 which is designated for education classes in Frith Hall. This will be used for instructional purposes by faculty and pre-service students. This new piece of equipment is needed to replace two older SMART Boards that are housed in the Frith Hall lower level computer lab. The Mimio Capture is much more advanced than the older SMART Boards which are not very accessible and barely work. The North Campus facility houses most of the Health and Physical Education program classes. The TEC representative of this program is more isolated due to the location being so far away from the main campus.

Review of Team Findings Based on Evidence Presented:

The professional education program is housed in the Department of Education and is managed by the Director of Teacher Education. Though faculty members from programs external to the Department of Education are involved in the Teacher Education Committee, this body appears to be more of an advisory board than a policy-making, governing body. Communication seems to be conducted through conversations, e-mails and other informal venues. It is commendable that such a positive atmosphere is evident throughout all strands of the professional education program. Though faculty enjoy good working relationships and this informal process might be effective in some matters, it does not allow for the full collaboration of arts and sciences faculty, adjunct faculty, PreK-12 school faculty, and AU education students in several aspects of the governance of the professional education program. This is particularly important as new faculty members become part of the professional education program, faculty members across campus are involved in the teacher preparation program, and school and organization partnerships continue to grow. A more formalized governance system also could factor into a more formalized evaluation of programs.

The Department has developed an Averett Education Advisory Board with representatives from the upper administration of schools and local educational agencies who meet once a year and provide helpful feedback on partnerships and collaboration with AU. AU has developed several successful programs based upon the needs articulated by school administrators and other Board partners. However, the involvement of teachers and of candidates in the advisory and policy-making bodies for professional education is limited. Candidates evaluate programs in exit interviews and through graduate surveys. Mentor teachers receive minimum preparation for their roles in supervising and are not involved in planning, implementing, and evaluating programs, including field experience programs, on a regular and systematic basis. In addition, all stakeholders have not been involved in developing the knowledge base for the program.

The professional education program has adequate monetary resources sufficient for the operation of the program. The university administration states full commitment to providing the resources needed for the program. Full-time, part-time, and adjunct faculty are provided with sufficient office space, and teaching aids and materials. The team found a need for more up-to-date on-campus instructional technology, particularly for courses in the undergraduate programs and for the off-campus programs in Health and Physical Education. The Department of Education is currently searching to replace a fifth faculty member position, which is greatly needed. The Director of Teacher Education, who also is the Chair and Graduate Advisor, has too many responsibilities, and there is a need for more faculty and/or administrative support in that office to ensure adequate support for the operation and accountability of the educational program.

Recommendation for Standard 4: (Met/Met Minimally with Significant Weaknesses/Not Met)

MET WITH SIGNIFICANT WEAKNESSES

Weaknesses:

1. The overall organization and governance of the professional education program does not provide for the full level of involvement of all stakeholders in the governance of the professional education program, including designing, implementing, evaluating, and revising programs.

2. The roles of the Director of Teacher Education and Department Chair as well as Graduate Program Advisor have expanded greatly. There is a need for additional human resources in the office of the Director and Chair and a need for hiring a fifth faculty member to alleviate faculty overloads and to ensure adequate support for the operation and accountability of the education program.

3. The professional education program does not maintain working and updated technology hardware for use in the classrooms serving undergraduate students, including programs in Health and Physical Education located at the North Campus.

ATTACHMENT A

Descriptions of Field Experiences

CRITERIA FOR ADMISSION TO FIELD EXPERIENCES AND STUDENT TEACHING

COURSE	TYPE OF PLACEMENT	TIME REQUIRED	ADMISSION CRITERIA	METHODS OF EVALUATION
ED 444: **Practicum in Reading**	Reading Tutorial	21 hours; 3-4 hours per week for 5-7 weeks	Background check, TB test, Ed 350/351, 2.5 GPA, passed Praxis I (reading)	Host teacher evaluation; Rubric; Portfolio; Observations by Professor
ED 478: Teaching Assistant 6-12	**Teaching Assistant Secondary Education PreK-12 Education**	**Minimum of 40 hours; 7-8 weeks**	**Background check, TB test, Admission to Education Department**	**Student journals; mid-term and final check-list evaluation by Host Teacher**
ED 488, 488G	**Student Teaching**	**2 placements – 7 weeks each; 7 hours per day; out of class preparation; observation of teachers included in initial activities, required attendance of school activities and meetings; weekly on-campus seminars**	**Background check, TB test, Admission to Education Department, passed Praxis I and Praxis II**	**Written and oral evaluations by University supervisor; mid-term and final evaluations; checklist evaluations by clinical faculty; principal evaluation; portfolio; online journals**
ED 489, 489G	**Student Teaching**	**10-11 weeks –7 ½ hours per day plus out-of-class preparation, which is extensive; required attendance at school activities and meetings; weekly on-campus seminars**	**Background check, TB test, Admission to Education Department, passed Praxis I and Praxis II**	**Written and oral evaluations by University supervisor; mid-term and final evaluations; checklist evaluations by clinical faculty; principal evaluation; portfolio; online journals**

CRITERIA FOR ADMISSION TO FIELD EXPERIENCES AND STUDENT TEACHING

COURSE	TYPE OF PLACEMENT	TIME REQUIRED	ADMISSION CRITERIA	METHODS OF EVALUATION
ED 290 **Foundations of Education**	**Observation**	Minimum of 6 hours 3 in preK-6 and 3 in 6-12	Background check, TB test	Observation reports completed by student **Register for Observation**
ED 322 Educational Psychology	**Aiding**	**Minimum of 20 hours in an area school**	**Background check, TB test**	**Student journals; mid-term and final evaluations by the Host Teacher**
ED 344 Content Reading and Language Development	**Microteaching for Secondary 6-12/PK-12 Students**	**1-3 hours per week for 4-10 weeks: 10 hours required**	**Background check, TB test**	**Host teacher evaluation; student journal; lesson plans; rubric**
ED351 Field Experiences/ practicum in Reading and Language Development	**Tutorial**	**1½ hours per session; 5 sessions**	**Background check, TB test**	**Daily Checklists Evaluations by Instructor; Lesson plans and Instruction**
ED 379 Teaching Assistant Grades PK-6	**Teaching Assistant**	**Minimum of 40 hours; 7-8 weeks**	**Background check, TB test, admission to Teacher Education Program (GPA2.5 minimum, passage of Praxis I)**	**Student journals; mid-term and final checklist evaluations by Host Teacher**

All information found in Averett University Undergraduate Catalog and *Guide to Field Experiences (Department of Education)*

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

January 22, 2010

Dr. Tiffany M. Franks, President
Averett University
420 West Main Street
Danville, Virginia 24541

Dear Dr. Franks:

As prescribed in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et. seq.), professional education programs in Virginia shall obtain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education. Averett University requested professional education program review by the Board of Education process.

Enclosed is the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Averett University that was conducted on November 8-11, 2009. This document was reviewed by Dr. Lynn H. Wolf, director of teacher education, for factual accuracy. The recommendation of the review team is that the professional education program at Averett University be "accredited," indicating that the program has met the standards as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

A copy of the *Professional Education Program Review Team Report of Findings* also is being mailed to Dr. Wolf. A response to the report must be sent to Dr. JoAnne Y. Carver, director of teacher education, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120 within 30 days' receipt of the report. The response should be based on evidence reviewed and decisions made during the on-site review.

The report of findings and institutional response, if applicable, is reviewed by the Department of Education. The report of findings is submitted to the Advisory Board on Teacher Education and Licensure (ABTEL) for review and recommendations to the Board of Education.

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

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

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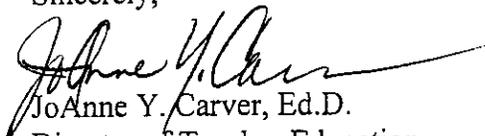
JoAnne Y. Carver, Ed.D.
Director of Teacher Education
Division of Teacher Education and Licensure

JYC/jyc
Enclosure

c: Dr. Lynn H. Wolf
      Patty S. Pitts

Averett
UNIVERSITY

Office of the President

February 2, 2010

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

Dear Dr. Carver:

I am writing to acknowledge receipt of your letter of January 22, 2010. First, let me again express on behalf of our Teacher Education Department and University our appreciation for the investment of time and expertise you and the visiting team provided to Averett.

The recommendations and findings will enable our faculty and staff to continue strengthening our programs that support the preparation of our teachers and partnerships with our schools. I will ensure that Averett responds to the process as you have outlined in your letter. It's been a pleasure working with you throughout this process.
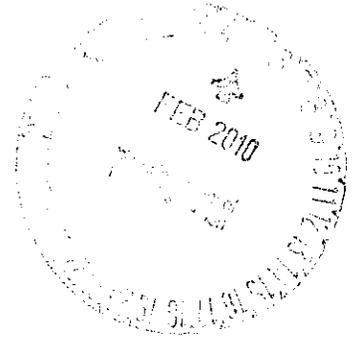
Best wishes,

Tiffany M. Franks
President

TMF/kw

cc: Dr. Steve Ausband
       Dr. Lynn Wolf

Averett
UNIVERSITY

Office of the President

February 2, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Commonwealth of Virginia
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

Dear Dr. Wright:

FEB 08 2010

Thank you for your recent letter acknowledging the approval of Averett University's education programs. We are proud of our long standing tradition of educating and preparing people of all ages for careers in education. As we both know, there is nothing more important to the Commonwealth and to the country than empowering our young people with a strong education.

It's been a pleasure working with you through this process, and I look forward to our continued work on campus to further strengthen the programs that support the preparation of our teachers and partnerships with our schools.

Best wishes,

Tiffany M. Franks
President

TMF/kw

cc: Dr. Steve Ausband
        Dr. Lynn Wolf