

2007 Part C of the AACTE Annual Report

Section 1 - Institutional Information

NCATE ID:	10527	AACTE SID:	1975
Institution:	James Madison University		
Unit:	College of Education	Deadline to Submit Final Version of Part C:	01/15/2008
Next Accreditation Visit:	S11	Last Accreditation Visit:	S04

Section 2 - Individual Contact Information

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2nd NCATE Coordinator:	Dr. Vicki Wise		
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CEO Name:	Dr. Linwood H. Rose		
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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2006-2007 academic year?

301

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2006-2007 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. A change in the name of the unit or institution.
2. The status of the institution (e.g., campuses merged, campuses separated, etc.).
3. Changes in key personnel, particularly the unit head, NCATE coordinator, or university/college president.
4. The addition and/or removal of programs.
5. The addition or removal of a level of preparation (e.g., addition of a master's degree or doctoral program).
6. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. (NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.)
7. Significant changes in physical facilities.
8. Significant changes resulting from unforeseen conditions such as natural disasters or health calamities.

3. We have two new NCATE coordinators: the Associate Dean, Steve Purcell and the Assessment Coordinator, Vicki Wise.
7. In 2006, we moved the College of Education to a new location. The old high school, just slightly off main campus, was remodeled and now all our departments are under one roof.

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

In 2006, we formed a conceptual framework (CF) committee to review our framework. We have changed how we define our CF diversity statement to reflect better our shared meaning of what diversity means for us. The current definition is: "Effective educators and other school professionals set high expectations for students and persist in helping children achieve success. Effective educators understand that students may approach learning differently and are aware of the influence of such factors as learning styles, multiple intelligences, different performance modes, disabilities, and second language acquisition, as well as culture, family and community values. With this understanding, teachers, administrators, and others set appropriate expectations and create learning communities in which individual differences are respected and valued. In addition, they use educational and communication approaches that are sensitive to developmental differences, different learning and performance modes, and make provisions for individual students who have particular needs. Effective educational professionals can also identify and access appropriate services and resources to increase their own repertoire of instructional strategies and support children."

In addition, we are working on updating our CF document with current research regarding best practice.

Section 6. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

We have identified our key assessments for all programs related to standard 1. We are in the process of gathering our spring 2007 data into a central location.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1.	The English and physical education programs have not been recognized by their respective specialized professional associations.	(ITP)
2.	The reading education program has not been recognized by its specialized professional association.	(ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

2. The Reading Specialist program is being revised and is not accepting students at this time. It will begin again in fall 2008 and will be submitted for IRA review during in 2110.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard.

We have spent the last year reviewing assessment systems. We have identified the features we need in an assessment system:

- 1.. Ability to align the professional education unit Conceptual Framework with SPA standards, NCATE standards, COE objectives, and University Defining Characteristics.
2. Ability to house all unit-level data needed for NCATE as well as data needed for other university and state-level reporting needs.
3. Ability to collect faculty qualifications, performance, and evaluation data.
4. Ability to do online assessments and surveys.

5. Ability to generate reports to meet state and local reporting requirements (e.g., Title II, SCHEV), which requires the capacity to pull in PeopleSoft data to our system and the ability to export reports to other systems or other formats.
 6. Ability for students to use the system to store portfolios, assessments and other relevant coursework
 7. Ability to house College of Education data on our server and on our premises.
 8. Ability to track professional education unit governance and resources data/information, including information on unit leadership, unit budget, personnel, unit facilities, unit resources, including technology.
 9. Software code that is open source; thus, allowing the College of Education's in-house programmer to modify the system as needed.
 10. Ability to admit students into the program online (admissions capability).
 11. Ability for students to submit application forms online (student teaching and others).
 12. Ability to do online placements for field experiences where the database of cooperating teachers is maintained online.
 13. Ability for field-based assessments.
 14. Ability to specify and manage transition points for all programs.
 15. Ability to advise students.
 16. Ability to assign user roles with varying degrees of permissions.
 17. Ability to securely transfer and store sensitive data.
- We plan to purchase a system called TK20. We are currently gathering data into linked Excel spreadsheet.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	Graduate and employer surveys are not administered for all professional education programs.	(ITP)	(ADV)
2.	Limited data are aggregated, summarized, and reported at the transition points/gates identified in the unit's assessment system.		(ADV)
3.	The unit is not testing its performance assessments for fairness, accuracy, and consistency.	(ITP)	(ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

1. We now have several alumni surveys we do: a) our most recent graduates; b) alumni who graduated up to 2 years out, not including our most recent graduates; c) alumni up to 4 years out, not including our most recent graduates. We also conducted an employer survey and will do so every year.
2. Data starting with spring 07 is being collected into centrally located databases. We have conducted some analyses and reporting.
3. All rubrics have been gathered into a central document area. The Assessment Committee is working on rubric improvement and assessing the fairness, consistency, and accuracy of all our assessment.

Section 7. Unit capacity

Standard 3. Field Experiences and Clinical Practice.

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

None

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

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Please indicate how the unit has addressed these Areas for Improvement (Optional).

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Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

This year we are running a series of VOICES panels and COLLOQUIM for College faculty to build their cultural and global competency and skill in integrating cultural and global competency into the curriculum. By raising competency of faculty and students we hope to build a community in which people for diverse backgrounds (cultures) will fill welcome, valued and represented. It is a starting point which is supported by the literature on recruiting and retaining people from diverse backgrounds/cultures. We are also looking at the existing practicum for each department - the goals and objectives of each practica and the possibility of the practica goals being met in a community placement rather than a classroom - thus expanding our students' opportunities to emerse themselves into other cultural experiences - broad definition of culture! And we have increased the number of international short term abroad opportunities for students, again resulting in expanded opportunities for cultural emersion.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. Unit programs inconsistently address the knowledge and skills necessary to work effectively with culturally and linguistically diverse children.	(ITP)	(ADV)
2. Candidates enrolled in the unit represent limited cultural diversity.	(ITP)	(ADV)
3. The composition of the faculty represents limited cultural diversity.	(ITP)	(ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

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Standard 5. Faculty Qualifications, Performance, and Development.

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

None

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 6. Unit Governance and Resources.

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

None

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

If you have another comments, use the space below: