

2008 Part C of the AACTE / NCATE 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:	02/15/2009
Next Accreditation Visit:	S12	Last Accreditation Visit:	S04

Section 2 - Individual Contact Information

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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2007-2008 academic year?

332

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 2007-2008 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:

- change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams
- change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency
- change in institutional accreditation status
- the addition or removal of programs.
- 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.

6. addition or removal of a level of preparation (e.g., a master's degree)
7. change in status of institution (i.e., merged, separated, etc.)
8. increased offering for the preparation of education professionals in off-campus sites
9. increased offerings for the preparation of education professionals outside the United States
10. changes in institutional and unit leadership

Dr. Maggie Kyger appointed assistant dean, effective July 1, 2008
 Resignation of Dr. Vicki Wise, Assessment Coordinator, effective June 1, 2008
 Dr. Steve Purcell appointed department head of Middle, Secondary and Mathematics, effective July 1, 2008
 Dr. Laura Desportes appointed department head of Exceptional Education, effective July 1, 2008.

11. significant change in budget, which is defined as a 25 percent decrease in the overall unit budget from the previous reporting year
12. significant change in the size of the full-time faculty, which is defined as a 25 percent decrease from the previous reporting year
13. delivery of a program in whole or in significant part by a non-profit or for-profit partner
14. change in institutional control or ownership
15. significant change as a result of unforeseen conditions such as a natural disaster

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 2004-05, the conceptual framework was distributed for review, reflection, and comment among members of all of the teacher education programs.

A Unit committee was established during the 2005-06 reporting period to review our conceptual framework to ensure that it continues to communicate the shared vision of the Unit in preparing educators to work effectively in P-12 schools. The committee, with feedback from the programs, updated the framework to include relevant research, and restructured the framework so that the mission, vision, and guiding principles supported the unit's expressed beliefs and current practices.

In 2006-07, a CF committee reviewed the CF diversity statement and revised it to reflect better our shared meaning of what diversity means for us. Thus, the adapted definition became: "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 2007-08, the unit assessment committee continued its work on updating the CF document with current research regarding best practice. The revised CF was adopted by the Professional Education Coordinating Council in May of 2008. We aligned the unit student teaching evaluation with the conceptual framework. Each program worked on aligning the conceptual framework with the program and SPA standards. We continued to review the conceptual framework and its relevance to our programs.

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Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

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

Our programs in English, reading and physical and health education were submitted in February 2003, under the old SPA review process. The following represents the status of these programs at the time of our visit in Spring 2004:

English: We submitted a rejoinder to NCTE, but were not able to convince the organization that we had a five year program, not a fifth year program. The first time it was reviewed only undergraduate courses were looked at. The second time, only graduate courses were reviewed.

Physical and Health Education: The review indicated that the program needed to provide more data than was available, given that the first graduates of that program would not complete the program until 2005. The program is used the SPA standards to identify key assessment and will submit their report for review as part of our 2012 NCATE continuing accreditation visit.

Reading: When the program was reviewed in spring 2003, it was not approved. We asked to postpone the rejoinder until the spring 2004, since the program was being revised. The IRA told us not to submit the graduate program until the new standards were published.

Thus, we went into our Spring 2004 review with three programs not recognized. With the change in the SPA review process, we chose not to rejoin these programs again since the format in which they had been previously submitted was no longer acceptable.

With funding support from a STEP grant, representatives from JMU's Arts & Sciences faculty, Education faculty, the Admissions Office, the Education Support Center, and representatives from faculty and administration at the three local community colleges (Blue Ridge, Lord Fairfax, and Piedmont Virginia) have been working to develop a cooperative Pre-Teacher Education Admission (Articulation) Agreement (PTEAA). Once implemented, this process will ensure that students intending to transfer to JMU and pursue teacher licensure will be treated like native students in terms of advising and enrollment, as long as they meet the conditions of the agreement. At the heart of the PTEAA is a special plan for taking community college courses that will give community college students the most appropriate and efficient preparation for teacher education programs at JMU.

All programs are now using the new SPA review process to identify key assessments and plan for submission in 2010. We are also redesigning our assessment system to be compatible with the SPA review process.

The first cohort of students was admitted to the newly-developed P-6 licensure program and will enroll in the IDLS program in Fall 2005.

The newly-developed M.A. in Math Education received state approval during this reporting period.

A new certification program in Gifted Education was submitted to VDOE for approval in Spring 2005. With an initial enrollment of 41 teachers, the first course in this certification program was taught during the 2005 Summer Content/Teaching Academy. An on-line certificate program in Gifted Education was developed which will enable public school personnel to earn an endorsement in Gifted Education.

During the reporting period of 2005-06, revisions to the P-6 Elementary Education program were completed, and the program implemented with the first cohort of 25 students in Fall 2005 and 50 students in Spring 2006.

Courses were developed and piloted for a new Outreach Autism Certificate Program which will be available to teacher education minors as well as to LEA and agency personnel through Outreach and Engagement.

A major area of focus for our Standards-based Teacher Education Program (STEP) this year involved analysis and revision of the student teaching reference guide in order to reflect the national Specialty Professional Association (SPA) standards. This initiative also provided an opportunity for members of the STEP alliance to extend a more focused emphasis on content knowledge and content pedagogy, allowing faculty involved in preparing teachers to share and evaluate the content and content pedagogy prior to the student teaching experience.

The Pre-Teacher Education Admission (Articulation) Agreement (PTEAA) developed over the past year or so was implemented Fall 2005. The first community college students are scheduled to transfer to JMU under this agreement in 2007.

Members of the faculty in the Education Administration program began participating in collaborative discussions with the College of Business, CARS, and others to explore the efficacy of developing a new doctoral program in non-profit Strategic Leadership.

In 2006-07, along with other university collaborators, members of the Education Administration program worked throughout the year on review and refinement of JMU's new doctorate in Strategic Leadership. In March 2007 the program was presented to (and approved by) the university's Committee on Academic Programs (CAP).

Dr. Maggie Kyger collaborated with a consortium of six Virginia IHEs to develop a state-approved teacher preparation program in the area of Visual Impairments. The first courses for this important low-incidence disabilities program will be offered Fall 2007.

IDLS director, A.J. Morey and David Lane, Department of Middle, Secondary, and Mathematics Education continued to work together to advise current Middle Grades candidates under Lane's newly-developed Peer Advising Program designed to improve communication among teacher candidates and Middle Grades and IDLS faculty.

A new licensure program in Dance Arts (P-12) was developed this evaluation period and submitted for initial review by the Professional Education Coordinating Council (PECC), and the Virginia Department of Education (VDOE).

During the reporting period of 2007-08, several significant actions were taken across our unit programs. In 2006-07, the reading faculty did an extensive curriculum review. During this review process, no students were accepted into the program, pending the completion of the revision process. The revision process was completed in 2007-08. It reflects the development of a program that is aligned with the IRA standards and will be submitted for review in preparation for our 2012 NCATE continuing accreditation visit. Based on needs identified by our school partners and working through the JMU Outreach Office, the program is scheduled to be delivered off campus for the Greene County school division.

Initial conversations ensued about the potential for merging the Early Childhood undergraduate professional education minor with the Fifth Year MAT Early Childhood Special Education program.

In May 2008, the JMU Board of Visitors (BoV) granted approval to the new Strategic Leadership Doctorate of Philosophy. Following approval by the BoV, the proposed program was submitted to the State Council of Higher Education for Virginia (SCHEV) for their approval at one of their future meetings.

On-going discussions regarding the Pre-Teacher Education Admission (Articulation) Agreement led to broader statewide discussions regarding development of Regional Teacher Education Agreements (RTEAs).

Brief highlights of other college initiatives for this reporting period include:

- Formation of Science Educator Work Group – focus of group is to facilitate conversations regarding assessment, curriculum development and recruitment and retention of candidates into science education. Representatives from College of Math and Science and College of Integrated Science and Technology, and College of Education meet twice a semester.
- Creation of a STEM advisory board. Tri-chaired with individuals from Colleges of Education, Integrated Science and Technology and Math and Science, the STEM Advisory Board was created to support university-wide collaborative engagement in conceptualizing, developing, and implementing a wide variety of STEM-related initiatives.
- Faculty in the Middle School licensure program initiated discussion of plans to increase hours in major (IDLS) concentration, including specification of course sequencing and review of requirements in the concentration area.
- Grant proposal was submitted to fund the revision of the P-12 Special Education licensure program.
- Conversations with Harrisonburg City Schools were undertaken to create a series of programs to support the ELL/ESL teaching skills of faculty in the schools.

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).

Standard 2. Assessment System and Unit Evaluation

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

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

During 2004-2005, program faculty became familiar with the revised SPA review process and began identifying key assessments. In addition, through work under a STEP grant, they focused on examining admission criteria, revising the unit student evaluation instrument and determining how to better link content with pedagogy and define assessment of content.

Dr. A.J. Morey, coordinator of the Interdisciplinary Liberal Studies major, created a new governance structure for IDLS, and initiated significant curricular revisions that improved the Math/Science/Technology concentration and added a new track for Special Education candidates in the Humanities/Social Sciences concentrations.

The CoE and the Standards-Based Teacher Education Program (STEP) project funded the appointment of Dr. Mary Handley to coordinate assessment projects, and a new IDLS assessment plan was drafted and will be implemented over the next two years.

The Education Support Center database was upgraded to include capacity for confirming candidates required to meet additional Virginia Board of Education prescribed state assessment guidelines (e.g. Virginia Reading Assessment (VRA); Virginia Communication and Literacy Assessment (VCLA); School Leaders Licensure Assessment (SLLA)).

During 2005-2006, the Assessment Committee started work on designing the assessment system to include key assessments. This involved aligning the key assessments with the various transition points in the system, identifying data that exist within the university system that would be predictive, adding systematic graduate and employer follow-up data, affirming the reporting/review timeline, and identifying an assessment coordinator who would be responsible for aggregating, summarizing and reporting the data. In addition, the committee worked on developing guidelines for ensuring fairness, accuracy and consistency.

The following assessment-related initiatives are among those that were implemented during this evaluation period:

- Aligned IDLS curriculum with standards and competencies for Virginia Standards of Learning, Virginia licensure, and Specialty Professional Associations.
- Evaluated General Education Clusters 1, 3, and 4 results for IDLS students.
- Implemented the Learning Math for Teaching instrument in the math core and began aligning items with NCTM standards.
- With STEP funding, supported faculty and students taking Praxis II and providing feedback to content faculty—a new proposal for middle grades curriculum was partly based on this information.

The JMU College of Education was one of three colleges/schools of education in the Commonwealth selected by the State Council of Higher Education in Virginia to provide leadership in the development, implementation, and assessment of the statewide Teacher Education and Licensure (TEAL) longitudinal educator preparation data tracking, management, and analysis initiative. The primary emphasis of TEAL is to gather and track data on all professional educator preparation students from the point of entry, through program completion and follow-up in the 1st, 3rd, 5th, and 10th years of service.

In July of this reporting period, the college hired John Vaughn to serve as a full-time data management specialist and electronic data management systems analyst.

A director of Assessment and Evaluation was hired during the 2006-07 reporting period. Dr. Vicki Wise was charged with providing leadership and assisting with the development and implementation of our Unit Assessment System. During 2006-07, she worked with each of the programs and through the Teacher Education Unit committee to clarify key assessments, to develop instruments as needed, and to ensure that programs have three years of continuous data.

A graduate alumni survey was administered in the fall of 2006 and we are on schedule to continue to survey graduates. In Spring 2007, we started collecting data into centrally located databases and started to conduct some analyses and reporting. During 2006-07, reviews of data for graduate programs were aggregated and summarized, and transition points/gates identified in the unit's assessment system. Through the work of the Assessment Committee and the Director of Assessment and Evaluation, the Unit developed plans to begin testing its performance assessments for fairness, accuracy, and consistency.

During the 2007-08 reporting period, a great deal of time was spent reviewing various electronic data management systems. As part of the process for exploring possible electronic data management systems for acquisition (to replace our current LiveText system with which few faculty members and students were satisfied), the college invited Drs. Stephen (John) Blackwell and John Travis from Virginia State University to campus in April 2006 to share with faculty and staff their experiences related to adoption of TK20 at Virginia State. After weighing and comparing the merits of several different electronic data management systems, and identifying the features we desired, the decision was made in May 2007 to purchase the TK20 system.

Dean Wishon completed his second year of service as a member of the Advisory Board for SCHEV's statewide Teacher Education and Licensure (TEAL) initiative—now called Virginia Improves Teaching and Learning (VITAL). The VITAL Advisory Board is charged with developing assessment instruments, inform decisions about research methodologies, creating guiding principles related to appropriate management and utilization of data, providing direct assistance to IHEs facing the challenge of implementing VITAL, and serving in an advisory capacity to SCHEV.

During this reporting period, the Teacher Pipeline (Teacher Admission/Continuance/Completion) data tracking system was implemented statewide; the college began responding to SCHEV requests for entry of so-called "pipeline" data on teacher education applicants and candidates under the direction of data management specialist, John Vaughn. Moreover, the Program Descriptors Survey, the School Partnership Survey, and the 1st-Year Teacher Survey were also completed, and are soon to be piloted.

Near the end of this reporting period, the Virginia Department of Education announced proposed changes in Proposed Regulations Governing the Licensure of School Personnel and the Review and Approval of Education Programs in Virginia. One of the key features of these proposed changes was the Cycle of the Review and Approval of Education Programs in Virginia and requirements associated with program compliance and Biennial Measurable Targets.

During the 2007-08 reporting period, under the leadership of the Director of Assessment, review, refinement, implementation, and planning for evaluation of key assessments for approved programs continues to be a focus of the Unit. Throughout this reporting period, the Director of Assessment has met with individual program faculty as well as with programs and departments collectively to help map out strategies for implementing and evaluating the effectiveness of key assessments.

A great deal of effort was devoted to responding to the new Virginia Department of Education requirements related to the Cycle of the Review and Approval of Education Programs in Virginia. Particular attention was paid this reporting period to the program compliance matrices, and the seven program Biennial Measurable Targets. The report on the 7th Biennial Measurable Target (“Partnerships and collaborations based on P-12 school needs.”) was submitted to VDOE in July 2008. Faculty in the Unit continue to address program matrices, and the six other Biennial Measurable Targets.

In anticipation of transitioning to the TK20 data management system, time was devoted during this reporting period to gathering data into linked Excel spreadsheets. The unit assessment committee worked with individual programs on the development of rubrics for program key assessments. One area of focus was on how best to assess and report evidence that our assessment process and instruments demonstrate evidence that they are reliable, valid, and fair. All current rubrics have been gathered into a central document area. We are working with the Office of Institutional Research and Center for Assessment and Research Studies to continue with a scheduled survey of all teacher education candidates. A unit assessment plan was developed and introduced and reviewed by the Unit. It was accepted in principle with the understanding that it would need continued review and revision during the 2008-09 academic year when it was anticipated that the TK 20 data management system would become fully functional.

During this reporting period, an ad hoc TK20 Advisory Team comprised of faculty and administrators from the college was established to help oversee transition of the Unit to TK20 utilization. In Spring 2008, members of this body traveled to Austin, Texas to receive training on TK20 capacity and implementation. Major emphases of the Advisory Team include piloting use of TK20 by select instructional faculty within the college, and transitioning from reliance on the Teacher Education data base housed in the Education Support Center, to confidence in (and increasing reliance on) management of data utilizing the TK20 system.

At the end of this reporting period, Dr. Vicki Wise, resigned her position as the college’s Director of Assessment to assume a new position with an institution on the West Coast.

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).

During the academic year 2008-09, the unit will be migrating its assessment process and data to TK20, an electronic data management system. This system will facilitate not only the storage and manipulation of data for interpretation, it provides us with a vehicle by which we will be able to more efficiently gather data. This includes data from our candidates, our partners, our graduates and their employers, in addition to other constituents. The university office of institutional research is also working closely with the college to improve the system by which they identify and survey our graduates. Beginning in 2009, a survey specifically designed for our graduates will be included in the university wide efforts of gathering data on graduates.

We will be preparing for the 2011 NCATE visit with data demonstrating the application of the system and its role in our assessment plan.

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 professionals develop and demonstrate the knowledge, skills, and professional 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:

In 2004-05, the Unit engaged in a process of reviewing and revising the student teacher evaluation instruments to better reflect performance expectations related to content knowledge, technology, and differentiation of instruction. Additional partnerships with two school systems, Augusta County and Waynesboro City Schools were also formalized. Most all forms and reporting

processes were developed for web-based use for easier access and analysis.

In 2005-06, Dr. Doris Martin agreed to undertake responsibilities as a new Teacher-in-Residence.

Dr. Joy Moody was actively engaged on behalf of the MidValley Consortium's in setting meeting dates, planning agendas, and overseeing preparation of materials for Clinical Faculty training and refresher workshops for P-12 teachers, including serving as a facilitator at all professional development sessions.

Twice during the 2006-07 reporting year, including over the 2006 Thanksgiving Week Break, Dr. Mary Slade of the Department of Exceptional Education led groups of students and faculty—including some local high school students—on relief missions to area of the Gulf Coast crippled by hurricane Katrina. In recognition of their service on behalf of hurricane victims, the JMU Katrina Relief Mission received the President's Volunteer Service Award Gold Medal by the President's Council on Service and Civic Participation and the USA Freedom Corps. In addition, mission volunteer participants conducted 29 different presentations to local middle and high schools on behalf of community service and service learning ideals.

Also, in 2006-07, the Education Support Center oversaw implementation of the Online Teacher Orientation—the first attempt to provide any training, in addition to written materials provided, for cooperating teachers not trained as clinical faculty. With STEP grant committee support, the ESC also oversaw the publishing of the Revised Reference Guides for use with student teaching evaluation forms

Among the items reported in the Community Relations and Professional Growth and Development committee minutes:

1. Conversation regarding possible expansion of the Teacher-in-Residence to Fairfax;
2. Exploration of additional field experience opportunities we should consider for our candidates;
3. Identification of new faculty liaisons;
4. Exploration of expanding & formalizing partnership with Harrisonburg City Schools;
5. Discussion of the idea of conducting a needs assessment of schools regarding professional development needs for teachers; and
6. Review of documents related to discussions of international student teaching and practicum.

During the 2007-08 reporting period, the Unit initiated a process designed to make the placements of student teachers more efficient. The plan was to have student teacher applications submitted to the Education Support Center the October prior to the academic year in which the students would student teaching. Out school partners indicated that they would prefer doing placements one time a year, rather than once each semester. A review of this process will be reported on following this pilot.

The Community Relations and Professional Growth and Development Committee was actively involved in a number of projects that were related to our field experiences. These included:

1. Reviewing the processes for identifying and implementing international practicum experiences for our candidates. Standardizing the process is a means to ensure that the communication, planning, implementing and integration of the experiences into our curriculum will provide the best possible experiences for our candidates.
2. Describing and reporting the requirements of our field experiences to develop a system to more accurately communicate to our partners the expectations for our candidates while in the schools.
3. Exploring the offering of clinical faculty training designed to meet the needs of specific school divisions.
4. Creating a system to continue recognizing our partners in the schools through the partnership awards.

In a vein similar to their work last year, the Education Support Center oversaw implementation of the Online Supervisor Orientation—the first attempt to provide online training for University Supervisors.

International Student Teaching opportunities were explored by reviewing the services three different "vendors." The services of Global Student Teaching are being pursued as an avenue to use in the future for our candidates to student teach in international settings. Several programmatic and pragmatic considerations will have to be examined before we can implement international student teaching or form a partnership with GST.

[NOTE] Please see notes in the section for the "Assessment" standard for information related to initial reporting through VITAL, and on Biennial measures—with reference most notably to the Partnership Survey information gathered from P-12 partners with whom we work in teacher education.

Brief highlights of other college initiatives for this reporting period include:

- Identification of new Teachers-in-Residents at two of our partnership school sites; one due to schedule rotation and one because of resignation of TIR in second year of term.
- Mid-Valley Consortium involvement in the delivery of mentoring program for teachers.
- Waynesboro experiment initiated whereby our candidates complete the final intensive practicum in a selected school and move into their first of two student teaching placements with the same teacher and school and following semester.
- Gathering of broad range of representative partners in our schools to focus on all components of our relationships (professional development, field placements, curriculum).

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

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

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and 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:

Our 2004-05 data on candidate performance continued to indicate that candidates have the knowledge, skills, and dispositions necessary to help all students learn. However, to better highlight where candidates acquire this knowledge, each program now has a course that focuses on diversity/differentiation and a number of these also include a field component. As recommended by the STEP grant steering committee, all initial programs will add a project in student teaching that will focus on documenting how candidates use assessment of student learning to inform curriculum and teaching. This will most likely be one of the key assessments that is looked at across all initial programs.

The goal of increasing the diversity of our candidates has been helped by a university initiative which has led to requiring each college to have a Diversity Commission; in our case, this has been identified as a Unit effort. The Diversity Commission is working to review our curriculum to ensure that candidates have the preparation and demonstrate the ability to work with all children. In addition, through the university effort to recruit more diverse students, we have a number of these Centennial Scholars in professional education programs.

As a Unit, during the 2005-06 reporting period, we redefined our definition of diversity in our conceptual framework to be more inclusive. The educational professional understands that diversity means individual and group differences that are characteristic of all human beings and which included, but are not limited to, culture, language, sex, gender identity, sexual orientation, race, ethnicity, socio-economic class, ability, religion, age/developmental stage, and learning styles.

There has been an initiative in place at the University to attract more culturally and racially diverse faculty and students. This initiative has been met with limited success for our Unit. At JMU, the number of African-American faculty and students has increased.

A Professor-in-Residence created within the college has established strong linkages among faculty and two Richmond-based urban high schools, as well as among two high schools in urban Northern Virginia, Waynesboro, Harrisonburg, and Newport News area schools to provide professional development opportunities for teachers in hard-to-staff schools, and to help recruit minority students to JMU. The CoE Professor-in-Residence is Dr. Oris Griffin.

A field experience for 5th-year candidates was restructured in order to provide an after-school program for elementary students in Waynesboro. This program served 37 students representing a very diverse population both racially and in terms of socio-economic status.

With external funding support, faculty developed and implemented initiatives with the Career Development Academy and with Harrisonburg City Schools to provide remedial and workforce improvement training to populations of racially and socio-economically diverse populations of P-12 and adult learners.

The Education Support Center has worked with academic departments within the Unit to place practicum students and student teachers in Richmond City Schools.

In 2006-07, we ran 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 from diverse backgrounds (cultures) will be 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 practicum and the possibility of the practicum goals being met in a community placement rather than a classroom - thus expanding our students' opportunities to immerse 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 immersion.

In recognition for her commitment to the ideal of enhancing diversity, Dr. Oris Griffin, CoE Professor-in-Residence, was the 2007 JMU Faculty Recipient of the Diversity Enhancement Woman of Distinction Award. Dr. Griffin has encouraged a number of additional faculty to build linkages with schools in the divisions with whom she has established partnerships.

The Professor-in-Residence program was expanded to include high schools in Norfolk and Roanoke, as well as plans for implementing a middle school level Leadership Academy.

Educational Technology and Media Center personnel utilized emerging technologies in classroom facilities with two-way videoconferencing equipment to arrange opportunities for faculty and student participants to observe and interact in P-12 exceptional education classroom settings. ETMC personnel also assisted faculty in developing interactive web sites utilizing WIKI technologies to report cross-cultural and service-learning events in real-time.

In conjunction with the required diversity course that all Early and Elementary teacher education candidates take, candidates participate in a field-based service learning experience in which they support learning and growth of students through one-on-one or small group tutoring. In similar fashion, Drs. Cancienne-Actgblu and Griffin met with teachers and administrators from three Richmond-area schools to organize service-learning opportunities for JMU middle and secondary education students. One of these service-learning initiatives enabled JMU students to engage in tutoring Richmond-area students during May and June 2007.

A number of faculty members worked with the Community Relations and Professional Growth and Development Committee on the development of guidelines for international and diverse field experiences for students.

Through their externally-funded X-SEL and WE CARE and other 21st Century Community Learning Center projects, several faculty members collaborated to provide a second year of after-school programming for select ELL students at Harrisonburg H.S. and Spotswood Elementary School. Goals of the 21st Century Learning Center project include:

- Keeping HHS students in school by improving their literacy and language acquisition levels to progress to the next grade, to pass their SOL tests and to achieve a H.S. diploma.
- Providing a safe and developmentally appropriate environment for HHS students, and the children and parents, to receive remedial, ESL, and enrichment services.
- Instilling knowledge, skills and confidence necessary for students who are teen parents and their own parents to be involved in helping their children be prepared for school.
- Providing H.S. students and their families with career development preparation opportunities.

In 2007-08, increasing the diversity of our faculty and our student population continued to not only be a goal of the teacher education Unit but the university as a whole. Concerted efforts through such processes as the Centennial Scholars and the Professors in Residence Programs reflect this focus. In addition, we continued with the Voices panels and the intercultural practicum experiences in countries such as India, Rome, South Africa, and Australia. In efforts to provide professional development for our faculty and also broaden the experiences of our candidates, we had visits from three groups of diverse teacher educators representing China, Australia, and South Africa who shared their experiences through formal and informal presentation. Dean Wishon issued a proclamation: Affirmation of a Cause, a public statement of our unit's commitment to cultural and global competency.

The Education Support Center staff continues to seek opportunities to provide candidates greater diversity in field experiences. During this reporting period, the Director and the Coordinator of Field Placement met with Loudoun County (VA) district administrative personnel to formalize a field placement agreement; a formal agreement awaits vetting by attorneys. The Director and Coordinator also met with representatives of the Richmond City Schools central office for the same purpose.

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).

Increasing the diversity of our faculty and our student population continues to not only be a goal of the teacher education unit but the university as a whole. Concerted efforts through such processes as the Centennial Scholars and the Professors in Residence Programs reflect this focus. In addition, we continued with the Voices panels and the intercultural practicum experiences. In efforts to provide professional development for our faculty and also broaden the experiences of our candidates, we had visits from three groups of diverse teacher educators representing China, Australia and South Africa who shared their experiences through formal and informal presentation. Dean Wishon issued an Affirmation of a Cause, a public statement of our unit's commitment to cultural and global competency.

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:

In 2004-05, the College of Education initiated a mentoring program for new faculty. While JMU has an established program for transitioning new faculty to the JMU community, the college determined that the specific nature of our programs would support having our own program.

Faculty awards and grants were distributed recognizing their teaching, scholarship and/or service

- Grants – 21
- Leaves - 1-one semester leave
- Awards – 4

In 2005-06, in collaboration with Harrisonburg City Schools, Rockingham County Schools, and several JMU academic departments (e.g. Social Work, Counseling, School Psychology), the College of Education hosted a statewide seminar on School Violence for faculty, P-12 teachers and administrators, law enforcement officers, state and local policy makers, and social service agents.

The CoE Content/Teaching Academy expanded to 15 content/pedagogy academies serving some 760 faculty and P-12 teachers and administrators.

After considerable time, deliberation, and effort was invested into the challenge of readying the college for a large-scale interruption of operations, the physical transition of the College of Education from its locations on central campus to newly-renovated Memorial Hall (formerly Harrisonburg City High School) was undertaken during this reporting period.

Faculty awards and grants were distributed recognizing their teaching, scholarship and/or service

- Mini grants to support teaching & scholarship – 17
- Leaves - 1-one-semester leave
- Awards for distinguished Teaching, Service, and Scholarly Activity - 4

In 2006-07, a college-wide Scholarly Writers Group was instituted to support the scholarship and publication agenda of CoE faculty. Co-sponsored by the University Writing Center and the Center for Faculty Innovation, the Writers Group met two Fridays each month during Spring 2007 under the expert mentorship of Dr. Kurt Schick.

Brief highlights of other college initiatives for this reporting period include:

- o Training for department heads to support their work offered through the Center for Faculty Innovations
- o Team of faculty and administrators participated in NCATE training in Washington DC
- o Faculty awards and grants were distributed recognizing their teaching, scholarship and/or service
- Mini grants to support teaching and scholarship – 39
- Leaves – 1 one-semester leave
- Awards for distinguished Teaching, Service, and Scholarly Activity - 5

During the 2007-08 reporting period, through the work of the Faculty Development and Support Committee, several projects were undertaken to support the work of the unit. These included:

- Development of a draft report that examined the processes used by departments in the review of faculty for annual reviews, tenure, and promotion.
- Identification of faculty for university awards as distinguished teacher, scholar, and service provider.
- Organization of faculty brown bag sessions on topics of interest such as selection of textbooks, TWS, etc.

Brief highlights of other college initiatives for this reporting period include:

- o Writing support group for College of Education Faculty organized to facilitate the writing and scholarly activity of the faculty
- o Book Groups developed focusing on current issues in education, followed by visiting scholars to facilitate discussion (E.D. Hirsch and Gary Marx)
- o Faculty team participated in NCATE training in Washington, DC
- o Faculty workshops held focusing in Teacher Work Sample facilitate by () from UNC-Wilmington, NC
- o Participation in IMPACT - JMU sponsored leadership program
- o Collaboration in cross campus activities
- IHHS Steering Committee
- Autism Center Development Committee
- Inter-professional Early Childhood course development Committee
- o Faculty awards and grants were distributed recognizing their teaching, scholarship and/or service
- Mini grants to support teaching and scholarship – 33
- Awards for distinguished Teaching, Service, and Scholarly Activity - 5

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.

During the academic year of 2004-05, a committee was charged by Dean Wishon to propose an organizational structure that would bring greater coherency and shared sense of purpose to the various academic entities, provide greater administrative and operational focus, and support the work of the college and the Unit more expediently and effectively.

During this reporting period, Dr. A.J. Morey, coordinator of the Interdisciplinary Liberal Studies program, created a new governance structure for IDLS.

Preliminary discussions were undertaken during this reporting period regarding the possible relocation of the college from central campus locations to the recently-vacated Harrisonburg City High School.

To assist its operations, the Department of Learning, Technology, and Leadership Education received a new 1500-hour staff position.

A student advisory council with representation from all College of Education programs was formed to provide feedback to the deans on issues and concerns related to student affairs.

Examining and refining our unit governance continued during the 2006-07 reporting period. As an outgrowth of the Strategic Planning Process, a newly-conceived organizational structure was implemented in fall 2005. The basic structure focused on transitioning from a programs-based organizational operation to a departments-based structure, resulting in the formation of five departments: Early, Elementary and Reading, Exceptional Education, Learning, Technology and Leadership, Middle, Secondary and Mathematics, and Military Science. With the exception of the Commander of Military Science, department heads were appointed by Dean Wishon for a three-year term.

LTC Rod Lusher was recommended by the U.S. Army to assume command of the Department of Military Science replacing LTC Nick Swayne who resigned from military service upon completion of his 4th year as Head of Military Science. The U.S. Army recommendation was accepted, and LTC Lusher became head of Military Science in August 2006.

In response to the new college organizational structure, departmental-level Performance Assessment Committees (PACs) were organized and made operational.

In addition to implementation of a new departmental-based organizational structure, the strategic planning process was designed to help focus college efforts, guide programs, and inform decisions about such issues as prioritizing goals, developing strategies for meeting goals, resource acquisition and allocation, hiring of new faculty and staff, faculty workload, performance evaluation, and goal renewal.

Following a national search process, Dr. Margaret Shaeffer was appointed to serve as Associate Dean for the College of Education—a new position within the college.

With membership of Deans, Associate Deans, and Directors of Schools from the College of Education, College of Performing and Visual Art, College of Arts and Letters, College of Science and Mathematics, and College of Integrated Science and Technology, meetings of the “Council of Five” established in 2003 continued under the new title of Professional Education Unit Administrators. Discussions among members of this group focused on issues related to professional education licensure and accreditation, assessment processes, and facilitation of on-going communication among members.

The Professional Education Unit was impacted by this reorganization because of the change in representation to the Professional Education Coordinating Council (PECC) committee. Representation includes: Dean, Department Heads from programs within the CoE, representatives from the Art, Music and Physical Education programs, representatives from the Education Support Center, Education Technology and Media Center, representatives from Communication Science and Disorder, School Counseling and School Psychology, unit wide committee representation (Faculty Development and Support, Assessment, Diversity).

Several changes in administrative structure and/or personnel were made during the 2006-07 reporting period:

- To support and strengthen the development of partnerships throughout the community, region and Commonwealth, a new

administrative position was established in the college: Director of External Relations.

- Dr. Steve Purcell was selected to serve as Assistant Dean of the college, replacing Dr. Steve Fairchild who resigned from the university.

With the settlement of the Education Support Center and Technology, Services and Support, the process of transitioning all units of the college to Memorial Hall was completed. With guidance from the college Advisory Council, additional technology enhancements, such as the purchase of mobile computer labs and “smart board” technology were incorporated into the rooms. Additional amenities included replacement of banks of lockers with attractive display cases and lighted study benches, updated furnishings, and window coverings.

In response to a request by teacher education candidates, the decision was made to dedicate a considerable portion of the Memorial Hall dining area for use as a Student Commons Area where students could meet informally, relax, study, watch TV, nap, and socialize. In a similar vein, space in M.H. was also set aside for use by faculty and staff as a Faculty Commons. Located centrally, the Faculty Commons contains a fully-functioning kitchen, cushioned sofas and chairs, large-screen TV, bathroom facilities, conference tables and chairs, and other amenities for faculty and staff use. The Faculty Commons is available for use by all M.H. faculty and staff, including members of Outreach and the Department of Geology.

College of Education commencement exercises were held in Memorial Hall for the first time. Plans are underway for possibly using space in Memorial Hall as a venue for hosting members of the larger valley community during a special town/gown commemoration of JMU's centennial next year.

In recognition of their very generous (\$900,000+) endowed gifts supporting scholarships and college mission and operations, the college hosted Ms. Phyllis Pruden and family as a ceremony naming the Education Technology and Media Center in honor of Phyllis' husband Peter.

During this reporting period, discussions among members of the Professional Education Unit Administrators focused on the efficacy of a student teaching fee, development of key assessments, and plans for procuring an electronic data management system.

In response to resource issues, the introduction of a fee assessed to candidates during their student teaching semester was thoroughly and widely debated by members of the Professional Education Unit Administrators, the college Advisory Council and Administrative Council, Department Heads, and students. The intent of the fee was to offset the rising costs of supervision in the field. Because of the significant concerns raised by the candidates, the fee was not instituted. However, in response to the budget issue, central administration enhanced the budget of the college to offset the additional costs incurred.

During this reporting period, the college established an ad-hoc Pandemic Task Force chaired by LTC Rod Lusher, Head of Military Science. The charge given to the task force included developing a set of emergency plans for informing faculty, staff, and students in the college about how to respond to an emergency, crisis, or pandemic situation.

To assist its operations, the Department of Exceptional Education received a new 1500-hour staff position.

As part of a reorganization of college and unit committee structure, a Student Support and Advisement Committee was formed and charged with reviewing and developing resources to enhance the advising process among Professional Education Unit faculty and students. This committee, made up of student and faculty representatives also solicited input from students and reported the results of their findings to the dean and the PECC.

In 2007-08, the Professional Education Coordinating Council (PECC) was expanded to include representation from the Interdisciplinary Liberal Studies major (IDLS), the major that support the licensure programs for early, elementary, middle and special education programs. Dr. Fletcher Linder served as the initial PECC representative for the program. The formation of a Dean's Advisory group, comprised of representative from the colleges/programs that support teacher licensure and other school professional programs across campus was established.

During this reporting period, discussions among members of the Professional Education Unit Administrators focused on continued development of key assessments, acquisition and implementation of the TK20 electronic data management system, and the development of partnership and competency matrices for compliance with the VDOE Biennial Measures reporting.

In fall 2007, an advisory group was formed with representatives from our Partnership Schools to serve as advisory to the Dean. The group addressed issues related to field placement of our candidates, professional development needs of the faculty in the schools and ways in which we can continue to enrich and expand our relationships. The group met again in the spring of 2008 and the intention is for them to continue meet at least once a semester. As a result of this group, a TESL program targeted at a local school division needs is being started and alternative licensure programs being considered to address the needs in critical shortage areas.

In Spring 2008, the college welcomed over 400 Harrisonburg and Rockingham County officials, business leaders, and JMU VIPs to Memorial Hall for an “invitation-only” Town/Gown Centennial Reception. The event signaled the official start of JMU's Centennial Week, and was held to honor the efforts of city and county forefathers to bring the Normal and Industrial School for Women at Harrisonburg to the Shenandoah Valley.

Equipment and landscaping for the JMU Young Children's Program were upgraded, and the college celebrated the YCP receiving

re-accreditation from the National Association for the Education of Young Children (NAEYC) Academy for Early Childhood Program Accreditation.

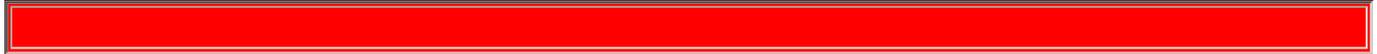
The unit Student Support and Advisory Committee conducted a survey of all PEU students in the fall of 2007. The results were disseminated to faculty and students and follow-up focus group discussions held.

Issues related to student parking, scheduling of mass transit, safety and security of the facility, and adequacy of space to accommodate anticipated growth in programs and personnel dominated discussions concerning the college's transition to Memorial Hall. To facilitate discussion of issues related to safety, the college Staff Safety Committee was established to develop procedures for preventing and responding expediently to threats to security and personal safety in and around the facility.

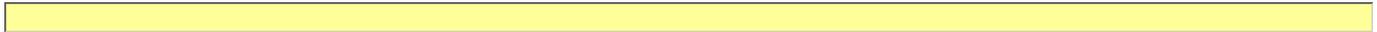
Brief highlights of other college initiatives for this reporting period include:

- Increases in the number of faculty positions for 2006-07 and 2007-08 were realized.
- Faculty were provided increasing opportunities for online course development, including increases in the number of faculty who participated in such training through JMU as well as through support of Outreach and Engagement.

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:

