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 2009-2010 academic year?

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 2009-2010 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. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.
2. Addition or removal of a level of preparation (e.g., a master’s degree).
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.
5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit
budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.

7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.

8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution has contracted with an external entity to deliver all master's programs).

9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

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:

Throughout the 09-10 academic year, the Conceptual Framework (CF) document was widely distributed and reviewed by Unit faculty members. Several faculty members provided input about the narrative and made suggestions to promote a more concise document.

The Unit Assessment Committee worked to review and refine the CF standards, in particular standard 1, which details the professional dispositions we expect our candidates to espouse as evidence of their professional preparation. Input into the changes to the CF was solicited and received from various members of the PEU.

The competency regarding moral responsibility and participation in a democratic society was eliminated, as these concepts are not emphasized elsewhere in the document. (Original competency: Model a passion for teaching, their disciplines, and the profession, and believe they have a moral mission to make a difference in the lives of their students and clients and to contribute to the development of a democratic society). The immeasurability and irrelevance of these ideas presented concerns for faculty.

A pair of competencies -- 1) Demonstrate their belief in working with students in a caring, equitable, and non-discriminatory manner, and 2) Demonstrate their belief that all students regardless of heritage, ability, or circumstances can learn -- were combined into one, which now reads Demonstrate the belief that all students can learn and deserve to be treated fairly. This statement covers the dispositions which are required by NCATE: 1) fairness, and 2) the belief that all students can learn.

The competency which read Demonstrate their belief that all students deserve caring, competent, knowledgeable, and skilled education practitioners was eliminated. Faculty agreed that it intersected with other statements, and that if retained, measurement of this competency would overlap with measurement of similar competencies.

The competency formerly stated as Communicate effectively and work collaboratively with professional colleagues, parents, the community, and children was split into two statements, to allow for the opportunity to address communication and collaboration separately. The statements are now worded as: 1) Display effective professional communication in a variety of education settings, and 2) Work collaboratively with peers, professional colleagues, parents, and the community.

The remaining three competencies are 1) Reflect on their knowledge, skills, and dispositions in order to improve as a professional, 2) Are committed to ongoing professional growth, and life-long learning, and 3) Model a strong work ethic and a mature, professional manner. These have only been modestly altered from their counterparts on the preceding document.

Broad dissemination of the newly developed CF brand/logo, which reflects the concepts of the larger document, was evident. The logo and accompanying text was placed on the College web site, and various imprinted items were distributed widely to students and faculty at events, and placed on display in common areas.

The assessment committee commenced development of a general, Unit-wide dispositions measure. This was believed to be prudent because 1) programs assess dispositions at varying time points, depth, and breadth, and 2) a single measure could utilize a three-point response scale similar to that being incorporated into new and revised key assessments across the Unit. The three-point response scale uses the terminology “Unacceptable,” “Acceptable” and “Target.”

On-going efforts were undertaken to ensure that programs goals, corresponding assessments, assessment progress templates, etc. are aligned with the CF.
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.

The Virginia Department of Education notified the College in January 2010 that all educator licensure programs were fully approved under the newly-adopted biennial measure standards. These standards included candidate progress and performance on prescribed Board of Education licensure assessments, with a required passing rate of 70% for individuals completing and exiting the program and achievement of an 80% biennial passing rate required by July 1, 2010. Candidate's test scores were submitted to the Board of Education in July 2009 and will be submitted again in July 2011. The unit met, and indeed exceeded, the required passing rate. However, ongoing examination of the Praxis II test scores revealed below average performance for several Modern Foreign Language students taking the required assessment for licensure in Spanish. Conversations with Liz Castro, instructor in the Spanish program of Modern Foreign Languages, led to some suggested advising changes regarding coursework taken by students majoring in this area. These changes are ongoing and candidate performance continues to be monitored.

Additional biennial standards include candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators for this standard include results on prescribed entry-level assessments and documentation that candidates who fail to achieve a minimum score have the opportunity to address any deficiencies. In response to this standard, a peer tutoring program for Praxis 1 was developed to provide additional support to students who might fail to achieve the required Praxis 1 score and who did not have the requisite SAT scores to exempt this entry-level assessment. Students who took advantage of this program anecdotal reported that it was helpful, therefore the program will be continued for the next biennium. Data is being gathered on the level of support provided.

To address the standards focused on structured and integrated field experiences, the unit continued to focus on gathering data on candidate performance and quality of field experiences through assessments, focus groups and surveys. In addition, in keeping with the unit focus to prepare candidates to work in diverse educational environments, additional field experience sites were developed in Richmond and Williamsburg, practicum and service learning opportunities were provided by the Career Development Academy and the 21st Century grant funded programs, and additional options for international student teaching were explored. These opportunities as well as other offered throughout program coursework were monitored for evidence that candidates were provided opportunities to have program experiences in diverse school settings. As an outcome of this focus, the curriculum committee (CDIR) of the college carefully reviewed the current course offerings related to diversity and asked that an ad-hoc committee review the courses. While the CDIR committee felt that candidates were indeed being provided multiple opportunities for experiences, there remained a question of possible overlap between the courses. This work started in the spring of 2010 and continued into the summer. The committee prepared a final report and recommendation to the committee and the Dean during the fall 2010 semester.

In response to the standards requiring that candidates know, create and use appropriate measurements in teaching and that the unit is assessing candidate impact on student learning, programs shared their evaluation tools in discussions during the Professional Education Coordinating Council, college department heads meetings, and unit-wide committees such as the assessment committee. In addition, as part of the annual university Assessment Program Template process, each program examined available candidate data and used this data to review program outcomes and make changes as needed.

In order to ensure that curriculum development matched program and college outcomes, the evaluation, review and revision of the curriculum across the programs and departments was ongoing. Each department and program met frequently to review measures of candidate performance. The CDIR committee, under the leadership of Dr. John Kidd, served as a significant point of review for the college. Over 24 courses were carefully vetted through the committee, with recommendations for approval for a majority of the courses. In two cases, the CDIR committee requested that further conversations occur with the departments and faculty responsible for teaching the courses to determine possible course duplication. This discussion led to the above-mentioned formation of a cross-departmental group of faculty who teach “310” diversity courses to discuss issues of diversity in education and how these issues might be addressed by utilizing resources and expertise across all programs in the college, specifically as it relates to course offerings.

A need to develop a shared response to teaching English Language Learners resulted in the formation of the English Language Learner Academy which allowed the college to bring all of its English language learning resources together. ELLA spent a very productive year developing curriculum and beginning the approval process for four-year undergraduate minor in TESL with an initial endorsement in ESL, a five-year program that results in a MAT in TESL, a post-baccalaureate MAT for initial licensure, and an M.Ed. with several different options for teachers and others interested in a post-professional program focusing on diversity, culture, and the needs of English Language Learners.

Impelled by the RISE grant, the k-12 Special Education 5 year program continued the process of revising the curriculum while
analyzing course objectives across the curriculum to Bloom’s taxonomy and mapping competencies to CEC and Virginia Department of Education licensure standards. All new and revised courses were submitted and approved at the college level through the curriculum review process. The RISE grant provided the opportunity for the k-12 Special Education 5 year program to revise the curriculum while conducting in depth analysis of all offerings. Cross departmental curriculum development related to the RISE grant include the development of an introduction to curriculum course for special education teacher candidates in collaboration with Middle/Secondary Education faculty.

Due to the success of the Overview of Autism course to the non-teaching SPED minor, the decision was made to offer the Autism Certificate Program courses face-to-face for JMU students seeking certification. This got off to a very successful start. The Virginia Autism Council approved the program so students can receive partial reimbursement for successful completion of the graduate courses.

The Middle, Secondary and Mathematics Education department identified several areas in need of improvement in their curriculum at a beginning of the year retreat in August 2009. During the academic year, the faculty successfully addressed the following issues:
1) regular and ongoing conversations between the “general methods” and the “content methods” faculty to reduce overlap and to develop extension activities,
2) a significant re-working of the TWS rubric that led to enhanced and more explicit prompts that show greater alignment to each section of the TWS,
3) the alignment of the revised TWS rubric with the SPA standards within each of the core disciplines in the secondary education program (Math, science, English, history and social science, and foreign language). And
4) the inclusion of content about how one functions as an effective member of an IEP team in MIED 610 Collaborative Leadership in Schools and in MIED 656 Seminar in Middle Education during the spring 2010 semester.

Several key activities occurred in the Early, Elementary & Reading Education Department during 2009-2010. Discussions to implement the Inclusive Early Childhood Education (IECE) program continued. The first full cohort of students will begin in the Fall 2010. Program goals and curriculum have been aligned with state and national standards and course content has been further defined. Key assessments have been identified and review of these will continue in the fall. Processes for recruitment and advising have been implemented. Key assessments for ELED program continued to be refined and data is being entered in TK20. The Reading MEd program has been aligned with national and state standards and key assessments have been defined. These are being piloted with the Greene County cohort. Two more cohorts began in 2009-10, one in Shenandoah County and one in Rockingham. Candidates in ECED and ELED programs were surveyed on their perception of how reading content, as defined in IRA standards, is being addressed in READ 366, READ 436 and READ 590. The results were reviewed, along with performance data on VCLA and VERA, and adjustments are being made to ensure that course content is comprehensive. Faculty members in the Reading Program (Department of Early, Elementary, and Reading) continued into their 2nd year with an off-campus cohort of the M.Ed. Reading Specialist program in Greene County. Twenty-three students are currently pursuing the Reading Specialist license through this program. A second cohort in Shenandoah County was initiated in fall 2009; enrollment into a third cohort scheduled for Rockingham County is already full.

Since summer 2009, Dr. Kidd, (Learning, Technology, & Leadership Education Department) has expanded the Educational Leadership program and added 3 more Ed Leadership Outreach cohort programs, in Winchester/Fredrick County, Harrisonburg/Rockingham County and Martinsville, VA. Total enrollment in these programs now exceeds 65 graduate students.

Utilization of technology to support the assessment and evaluation of programs expanded. Not only have the teacher licensure programs in the JMU teacher education unit begun documentation of student progress and performance through the use of key assessments in Tk 20, non licensure programs in the college (i.e. Adult and Human Resource Development) are taking advantage of the electronic TK20 system.

In response to on-going discussions about disposition measures used by the unit, the Unit Assessment Committee reviewed the current dispositions and proposed a Unit Dispositions rubric. This rubric is being vetted across unit programs and remains a focal point of discussion for the unit.

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.

As indicated in the 2004-2005 Part C report, our programs in English, reading and physical and health education were submitted in February 2003, under the old SPA review process. Each of the programs noted were under revision at the time of the last accreditation visit in Spring 2004. With the change in the SPA review process at that time, we chose not to rejoin these programs again since the format in which they had been submitted was no longer acceptable.

Since 2004-2005, all programs identified key assessments and were collecting data to use in the SPA review process. . In
January 2010, the state and NCATE reaffirmed the state partnership agreement including the deferring to the State's review of the unit's programs. Due to the ongoing budget crisis, unit programs were given the option to not undertake the SPA review process. Due to a lack of resources, no programs chose to submit SPA reviews for the upcoming 2012 visit. All programs were reviewed and approved by the Board of Education for the 2007-2009 biennium. The next report of these biennial standards will be submitted in June 2011. The Board of Education also reviewed and approved the 2007-2009 Accountability Measurement of Partnerships and Collaborations Survey. The 2009-2011 report for this measurement was submitted in summer of 2010 with notification of approval of this measure in Fall of 2010.

**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 2009-10 academic year, pronounced effort on continued development and improvement of key assessments was enacted. By the end of the academic year, the majority of key assessment rubrics had been incorporated in the Tk20 system, and all had been reviewed with program faculty for accuracy and relevance to standards. Ongoing consulting with programs took place to monitor data collection, entry, and usage. The result of such conversations was continual improvement of and the ongoing development of faculty stakeholders in the assessment process.

Intentional and meritorious completion of the University Assessment Progress Template was brought into greater focus. In previous years, completion of this mandated form coincided with the end of spring semester, the start of summer courses, and the deadlines of other major reports (annual report, faculty achievements). Because of the multiple responsibilities facing faculty members the process had not stood out as a particularly valuable activity. Starting in Spring 2010, the scope of this report was changed to include data from the prior calendar year, not data from the previous fall and the current spring semester. The assessment director compiled the first sections of the report (program objectives, linkages to courses, measurement tools, and collected data) and then asked program faculty to focus on discussing, interpreting, disseminating and acting upon the results. By fostering a collaborative model of completion, this well-organized and highly reviewed report (at the university level, as well as college, unit, departmental and program levels) will now serve as the anchoring event for subsequent data conversations and reporting. For 2010-11 the initial sections will be distributed to program faculty early in the spring semester, allowing for a time period several months during which faculty may discuss and reflect on student data.

Surveys of graduating candidates were conducted in December 2009 and May 2010. Three-year-out graduates (May 07 commencement) were surveyed over the course of the academic year. The web-based surveys inquired about their current vocational situation, feelings of preparedness attributable to training at JMU, and professional attitudes. In June 2009 and June 2010 principals in Virginia public schools were surveyed about the skills of the graduates working in their institutions.

The Unit Assessment Committee created the first version of a Unit Dispositions rubric. Given that some programs were not formally measuring their students' dispositions, the committee decided to draft a general instrument that could be used across programs, settings and time points. The instrument is slated to undergo review in the 2010-11 academic year by the Professional Education Coordinating Council.

The unit instituted what will hopefully be an ongoing event. Our university holds two dedicated assessment days each year: 1) In February, for students with 45-70 completed credits, and 2) in August, for incoming first-year students. Classes are cancelled on the February assessment days, providing faculty with an opportunity to work on projects as a large group. In February 2010 faculty development workshops related to assessment were held. The events included discussion and refinement of the Teacher Work Sample (used by the Middle, Secondary and Mathematics Education department), work on a unit-wide dispositions rubric, focused work by the diversity committee, and a discussion of the SPA reporting process. All Unit faculty members were invited to attend any of these events.

An ongoing endeavor related to assessment is improving the functionality of Tk20. The structure of our unit poses challenges in terms of requiring students in advanced and non teaching licensure programs to purchase a subscription to Tk20, necessitating the maintenance of smaller data collection sub-processes. Interface issues continue to be encountered and addressed with the vendor.

**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 (ITP) (ADV)
Please indicate how the unit has addressed these Areas for Improvement.

Part C reports from 2004-05 and 2006-07 also contain information about how improvement areas were addressed at those time points.

Graduate and employer survey data are being regularly collected. Graduates are surveyed the semester they are scheduled to graduate. Each spring a cohort of graduates from three years prior will be surveyed. During the summer, principals at Virginia public schools are surveyed to provide feedback on graduates employed in their schools. Educational Technology and Educational Leadership are developing a survey for the employers of their graduates and plan to deploy the survey at the close of the Spring 2011 semester.

Advanced and other school professional programs have been refining their processes to include data collection at the transition points identified in the assessment system. During the 2009-10 academic year, a committee was formed to address assessment of advanced programs. The work of this group included identifying the core courses in which NBPTS competencies were addressed, and assessment tasks were identified to measure candidate achievement in these areas.

Fairness: Assessments are fair when they assess what has been taught. To ensure the fairness of its assessments, the unit has carefully aligned its curriculum with its candidate proficiencies, state licensure regulations, P-12 standards, and national professional standards. These alignments map courses in the curriculum where candidates have had the opportunity to learn and practice the material being assessed. The alignments with national professional standards are regularly reviewed and updated. Fairness also means that candidates understand what is expected of them on the assessments. To that end, all courses clearly state the timing and structure of key assessments, how they are scored, and how they contribute toward program completion.

This information is also included in such documents as program handbooks or other course materials. Students are informed about the nature and purpose of each assessment at the beginning of the course and/or through program advisories. For course-based assessments, students have opportunities to revise and resubmit assessments after conferring with the course instructor about their work. Student privacy is of great importance to the unit. Scores are not publicly shared or visible to other students.

Accuracy: Construct validity is addressed through outcome alignment with the unit conceptual framework and program goals. Faculty use their experience, expertise and research to select best practices that would build competence in the intended outcomes through a convergence of perspectives, including PK-12 partners and higher education partner institutions, to produce highly defensible assessments. Assessment results are regularly reviewed in light of related external assessments such as grades, Praxis testing, GPAs, and program retention/completion. Assessments are developed by teams of departmental faculty. Assessments are reviewed continually and adjustments are made based on the utility of collected data and any curricular changes since the last revision. The Assessment Director meets with faculty and department heads throughout the academic year to discuss assessments, alignment and results. Ongoing review of instruments ensures that best practices in assessment are being followed and that the most current content is being addressed.

Consistency: The unit measures the extent to which internal consistency and rater agreement are present once an assessment is in place and being administered. Several of the unit’s key assessments are scored by multiple raters. The unit provides appropriate for raters and rater agreement data are regularly collected and analyzed. For example, at the initial level, the unit’s Student Teaching Evaluation Form (ST-9) is scored by both the university supervisor and the cooperating teacher. Both groups receive training during regularly scheduled support meetings, clinical faculty training or refresher sessions, or as part of web-based training modules.

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:

As part of the required state biennial measures accountability, the 2009-2011 Accountability Measurement of Partnerships and Collaborations Survey was submitted in July of 2010 and subsequently received board approval in the fall of 2010. This measure details the many partnerships and collaborations which the professional education unit maintains with local school divisions, individual schools, and regional consortiums. Over 100 partnerships are noted, with wide-ranging opportunities for candidates and other school professionals to engage in meaningful field experiences and clinical practices. In addition, the partnerships provide unit faculty occasions to collaborate with school partners, thereby affording them the opportunity to continue to engage in meaningful dialogue and examination of the knowledge, skills, and professional dispositions needed in the classrooms of today. One of the notable partnerships is the Mid Valley Consortium, a partnership among the JMU, EMU, Mary Baldwin, and Bridgewater teacher prep programs and seven regional school divisions (Rockingham County, Augusta County, Shenandoah County, Page County, Harrisonburg City, Staunton City, and Waynesboro City) which host education candidate practicum and student teachers during their field placements. The program provides support for the classroom teachers and also additional academic support in the classrooms. During the 2009-2010 year, the Education Support Center coordinated activities for the MidValley Consortium for Teacher Education, including two-day training sessions (two days in November and two days in April) for 76 local teachers. A partnership committee, comprised of instructional leaders from the seven local school divisions,
continued to meet and exchange information and ideas. Partner contributions were recognized with the annual Partnership Awards presented at the CoE year end recognition event.

In 2009-2010, the Teacher in Residence Program and school partnership programs continued with both Augusta County and Waynesboro City Schools. These programs provide support for a shared professional educator position between Augusta County and Waynesboro City Schools and JMU Professional Education programs. The partnership goals include increased academic support utilizing skills and services of additional practicum students and tutoring specifically for children at Clymore Elementary School, Stewart Middle and Fort Defiance in Augusta County; and the elementary and middle schools in Waynesboro City. Throughout the 2009-2010 school year, the partnership committees in Augusta County and Waynesboro City met regularly to review field experience placements, explore possible professional development ideas, and exchange ideas on supervision models for field experiences. During the 2009-2010 year the Teachers in Residence supervised practicum students in schools, coordinated placements throughout their respective school divisions, as well as serving as clinical and classroom instructors for program courses. Unfortunately, we received notice in late spring 2010 that Waynesboro City Schools would no longer be able to support the Teacher in Residence program in 2010-2011 due to budgetary constraints. However, the unit did make the decision to continue to support the faculty liaison for Waynesboro during the upcoming 2010-2011 year. Dr. Jen Pease in the Middle, Secondary and Mathematics Education department continued to serve in this position. Dr. Susan Barnes in the Early, Elementary and Reading Education department will likewise continue in this role serving Augusta County Schools, and specifically the school complex of Clymore Elementary, Stewart Middle, and Fort Defiance High schools, working collaboratively with the Augusta County Teacher in Residence, Ms. Kristi Perry. It should be noted that this partnership extends across the unit. The School Psychology program has developed a partnership with Clymore Elementary which provides opportunities for one on one support and intervention in the classroom to respond to the educational and mental health needs of the child.

The Educational Leadership partnership expanded to include cohorts in Harrisonburg, Rockingham, Shenandoah, Staunton, Page and Waynesboro School Divisions. This partnership ensures JMU Education Leadership Program students engage in practica and internship activities which are comprehensive, rigorous and real opportunities to experience what it is like to be a school/division administrator and is dependent not only on the guidance of Dr. John Kidd but also the principals in those school divisions that participate in this partnership. The BLAST program, which supports tutoring and mentoring after school hours for middle level students by JMU teacher education students seeking licensure in middle school has been very well received and was expanded to include the second middle school in Harrisonburg City.

Dr. Wishon communicated regularly with local school superintendents and other school leaders to explore ways to address the budget crisis and its impact on PK-12 and higher education programs. In response to these conversations, in January of 2010, Dean Wishon named a Field and Clinical Experiences Ad Hoc Committee to explore efficiencies and effectiveness of our current field experience practices and policies. The committee included representatives from licensure programs, including a retired elementary school principal and a school board member, in addition to the director of the Education Support Center, a student representative and the assistant and associate dean. Throughout the remainder of the academic year, the committee reviewed current practices, identified available options and suggested necessary changes. In particular, it focused on examining the use of existing resources, best practices and philosophical foundations for field experiences. After meeting with local school representatives and sharing information with our partnership committees, the committee decided to explore developing a capacity model of placement and a focused model of supervision. The task force worked to establish a cluster model of field experiences which will be piloted during the 2010-11 school year. This model means that field experiences would be clustered in a single school or campus, with designated university contacts for each cluster. It is hoped that this model will lead to more collaborative, professional development opportunities for our candidates, our faculty, and our school partners. Two small pilot programs were planned for fall 2010, one in Waynesboro City and one in Fairfax County, with middle education faculty serving as the field experience supervisors.

The Education Support Center (ESC) continued to focus on its role as a support agency. It continued to maintain current information in all formats; made 1088 practicum placements; and placed 346 students in 645 student teaching positions. Because of the increased numbers of students desiring out of area student teaching experiences, the ESC added out-of-area supervisor training sessions. This year, in addition to the usual efforts to enhance support of students, an emphasis was placed on a commitment to greater use of technology to enhance communication with clinical faculty and university supervisors. This effort included more electronic communication and greater utilization of online methods for all field placement assessments. Data continued to be gathered using the TK 20 data management system, and regular dissemination of candidate performance during student teaching was provided to all licensure programs.

As part of continuing program evaluation and improvement, the Early, Elementary, and Reading Education department surveyed university supervisors and conducted a focus group to reflect on program currency and candidates’ areas of strength and areas that need more focus. In Exceptional Education, a focus was placed on establishing more long-lasting and collaborative relationships with schools/local education agencies. Accordingly, each faculty member developed a collaborative relationship with a school or LEA. Faculty in the MSME department continue to enjoy a history of collaboration with local schools, and the fruits of those efforts ultimately inform their work in teaching, scholarship, and service. Nearly every faculty member in the department was accorded some level of responsibility in supervising either practicum students or student-teaching interns during the 2009-10 academic year. Such efforts are also instrumental for establishing relationships between department faculty and local teachers that create opportunities for collaboration and shared vision for addressing the problems confronting teachers and students today. To that end, MSME faculty were involved in a variety of collaborative activities. Across the unit faculty collaborated on grant funded and service projects within the area schools. Of particular note was the work completed by Dr. Melinda Burchard and Dr. Susan Barnes on providing both teacher candidates and school partners’ professional development related to Response to Intervention.

As part of the Professional Education Unit’s focus on providing diverse field experiences, the ESC opened Richmond City and
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.

**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:**

Two significant administrative/organizational changes were undertaken during this review period which had (or promise to have) a direct impact on the college’s diversity initiatives:

1. In an attempt to invigorate operations and to bring coherency of vision and effort to projects related to linguistic diversity, oversight of ESL/TESL and English Language Learning initiatives and programs were removed from oversight by Dr. Solange Lopes-Murphy and placed under the co-Directorship of Drs. Desportes and Foucar-Szocki within the context of an English Language Learning “academy.” Faculty from the CDA, EXED and LTLE worked together to revise existing programs and submit a new M.Ed concentration in Education, Equity and Multiculturalism. Revised programs include a) Pk-12 initial TESOL licensure (4 year), b) Pk-12 initial TESOL licensure (post bac), c) non-licensure TESOL minor, d) non-licensure TESOL certificate.

2. In an effort to provide leadership, to help establish linkages among disparate “diversity” endeavors, and to help create greater coherency among college-wide cultural and global competence initiatives, Dr. Beverly was reassigned from EXED to LTLE. In her new affiliation, Dr. Beverly is expected to focus much of her efforts identifying and supporting college- and university-wide cultural and global competence initiatives.

Two major new accomplishments undertaken this year highlight the college’s commitment to meeting this objective: providing a series of workshops for professional educators and policy-makers in Iraq, and a Fulbright honor for Dr. Teresa Harris.

Throughout this review period, conversations have ensued about the possibility of our college providing support and instruction for two 30-person cohorts of Iraqi teacher educators. This project became reality during May-June 2010, when Dr. Laura Desportes facilitated a 4 week course focusing on adult education to help University of Baghdad and Al Mustansiriya University faculty train novice teachers who will implement a city-wide outreach program for illiterate adults in Baghdad. Sessions were conducted for two cohorts – a Monday-Wednesday group and a Tuesday-Thursday group each comprised of a dozen participants plus interpreters – for three and a half hours each morning through video teleconferencing. The experience has also been helpful in envisioning other similar programs at other universities around the globe.

In Spring 2010, Dr. Teresa Harris embarked on a Fulbright mission to South Africa during which she worked on building collaborations between members of the JMU ECED/ELED programs and members of the University of Pretoria Early Childhood Development Department.

In addition, select CoE faculty (e.g. Griffin, Font, Herr) continue to play an active and critical role as a Professors in Residence at the University of Pretoria Early Childhood Development Department.

Curriculum Focus:

Under the joint leadership of Dr. Laura Desportes, Dept. Head, EXED and Dr. Diane Foucar –Szocki, Dept Head, LTLE, a group of faculty met throughout the year to develop 4 new programs. This allowed the college to bring all of its English language learning resources together, combining faculty of the Career Development Academy, LTLE, and EXED. ELLA spent a very productive year developing curriculum and beginning the approval process for four-year undergraduate minor in TESL with an initial endorsement in ESL, a five-year program that results in an MAT in TESL, a post-baccalaureate MAT for initial licensure, and
an M.Ed. with several different options for teachers and others interested in a post-professional program focusing on diversity, culture, and the needs of English Language Learners.

Drs. Beverly’s and Kyger’s 5-year grant project “Restructuring K-12 Special Education Program to Build Resilient, Informed Special Educators” (RISE) – one of just twenty institutions of higher education in the nation to have been selected – completed its first year of implementation.

Following exploration of possible opportunities for our teacher education candidates to complete student teaching in international settings, teacher license candidates are now able to undertake their student teaching at any one of a number of international locales through agreement with the college, JMU Office of International Programs, and Global Student Teaching (Educators Abroad). During informational meetings Spring 2009, over 90 students indicated that they would be interested in pursuing this international S.T. placement option. This offering was completed by a JMU candidate who had a student teaching experience in Spain during Spring 2010.

Faculty in Exceptional Education and Early Childhood Education met throughout the year to develop the curriculum for the new inclusive Early Childhood Program. Their work focused on aligning the program goals and curriculum with state and national standards. The first cohort began in spring 2009 at the undergraduate level. The curriculum will continue to be modified as it is implemented.

Through the service learning opportunities provided in school-based fieldwork in ECED 401D and ELED 310, faculty in EERE continue to help candidates acquire greater cultural and global understanding and insights into how to address the needs of all children.

During 2009-2010 Dr. Barbara Stern (MSSE) served as faculty member in residence for the JMU semester board program in Florence, Italy.

College of Education faculty led summer session field experiences to Rome, Italy, and South Korea. For the first time, in May 2010, teacher education candidates had the opportunity to participate in a summer program in Malta. Credit was awarded for their upper division IDLS major and included a classroom based practicum experience.

Dr. Joy Moody, Director of the Education Support Center continues to develop relationships with schools located in urban areas to meet school and central office personnel, and to discuss and facilitate possible field placement opportunities. Richmond City has been opened as a new student teaching site. Williamsburg has been opened as a new site and will provide diversity through its connection with military personnel that leads to significant school population turnover.

Faculty members engaged in efforts to integrate into programmatic course offerings, information and experiences designed to build students’ cultural competence.

• Dr. Eric Carbaugh and Dr. Cheri Beverly collaborated on incorporating diversity issues into MSSE 370 General Instructional Methods.

• Dr. Michelle Cude, MMSE, worked with students on a service learning project to collect books for the Dzindi Primary School in South Africa and continued to introduce teacher candidates students to immigrant students and how to meet their needs in the classroom environment by integrating experiences with Skyline Literacy participants and ESL students in the Career Development Academy into her middle grades methods course.

• Dr. Kristina Doubet’s partnership with Amistad Dual Language School in NYC led to increased awareness of and expertise in how to approach working with English Language Learners, knowledge she then infused into EXED 520 and in turn carried over into the 571 practicum experience.

• All syllabi in the SPED k12 curriculum were revised to include objectives for inter-cultural competency and instructional activities to support them.

• Drs. Herr, Slade, and Desportes led a group of JMU students and William Fleming High School students on an inter-cultural service trip to Welch, WVA that resulted in the development of a new student service organization at WFHS.

Professors in Residence:

In spite of continued lack of resources within the college, expanded Professors-in-Residence (PIRs) programs continue with newly-added Dr. Dave Herr, serving William Fleming High School in Roanoke, and Dr. George Font, serving Harrisonburg City High School. Discussion of plans for a Middle School Leadership Academy conceptualized by Dr. Oris Griffin, Dr. Cindy Klevickis, and Dr. Laurie Cavey continued apace. Main objectives of the Leadership Academy include developing strategies to help M.G. students a.) enhance academic profiles, and b.) construct leadership capabilities.

Dr. Griffin continues to collaborate with high school and middle school faculty to provide under-represented high school students with enrichment experiences focusing on career and pre-college readiness experiences, including self-discovery opportunities offered by the Dupont-funded Middle School Summer Leadership Academy.

Dr. Dave Herr brought a group of 9th graders from William Fleming High School in Roanoke where he is the Professor-in-Residence (PIR) to campus with the hope of attracting first generation college students. Dr. Herr’s role as PIR at William Fleming High School in Roanoke has resulted in the chartering of two student service organizations this year – a Friends of Rachel chapter and more recently, a new organization called Students of Service.

Dr. George Font continued serving under-represented Hispanic families and youth in Harrisonburg City Schools through his position as part-time Professor-in-Residence.

Drs. Griffin, Estes, Thall, Wilcox and Herr provided support to students and teachers in Roanoke, Harrisonburg and Richmond on social networking, reading and college preparation.

Service:

Dr. Michelle Cude’s work with students to collect books for the Dzindi Primary School in South Africa (a service learning project), her leadership on behalf of Skyline Literacy as part of her middle grades methods course, and her students’ participation in...
delivering instruction to ESL students in the Career Development Academy provide strong models of faculty leadership in the Service domain.

Dr. Herr and Dr. Slade continue to focus immeasurable energy toward leading student service initiatives and have gained national recognition for their efforts. This came out of a jointly led service trip with Dr. Mary Slade back to Welch, West Virginia to help rebuild a town devastated by poverty and flooding. This project, co-developed by Dr. Desportes, used a JMU IDEA Diversity Grant ($4000) to fund a trip in April 2010 that paired William Fleming students with JMU students who were experienced participants in past service trips to help renovate a home for a single father living in poverty. The intent was to develop leadership capacity among the WFHS students so that they would become leaders for larger service efforts in the future. Students and faculty have begun chronicling the trip on a student-developed wiki http://wiki.coe.jmu.edu/exed/47 (case sensitive password ExEdRus).

The Department of MSME’s Dr. Mary Beth Cancienne-Actgblu worked with Harrisonburg City High School personnel on coordinating the literacy program that works with a large ELL student population.

Under the auspices of the Learning Leaders program, Assistant Dean Dr. Maggie Kyger continued to collaborate with Lou Hedrick (JMU Student Support Services) and Keister Elementary School to provide mentoring for elementary school students with learning and attention problems.

This review period marked the ninth year during which JMU students linked with Harrisonburg City Schools to read books of interest through the "Book Buddies" project currently funded by Merck, Inc. and housed in the Department of Learning, Technology, and Leadership Education. With a focus on encouraging reading, Book Buddies brings JMU and HCHS students together around semester-long applied learning experiences involving field trips, discussion boards, and e-mails. The project also strives to excite a diverse high school student population in the prospect of pursuing a college degree.

The department of LTLE’s Career Development Academy/21st Century Learning Community (CDA/21st Century) continued with significant decreases in grant funding thanks to the efforts of Dr. Diane Foucar-Szocki. CDA continues operations with growth of 15% annually. Under the direction of Ms. Lisa Schick, the Career Development Academy/21st Century Learning Community is serving the education and workforce needs of hundreds of young, adolescent, and adult learners. The Academy now serves over 800 adult learners annually and provided services to 77 children of adult learners as a 21st Century Community Learning Center. The CDA expanded practical field experience opportunities to COE students through partnerships. A major focus of the Career Development Academy is to provide remedial, GED, and workforce improvement training to populations of racially, culturally, and socio-economically diverse populations of Pk-12 and adult learners.

Moreover, two additional 21st Century grants were funded to provide after school programming at Keister, Stone Spring and Waterman Elementary Schools, where JMU students can experience diverse needs and populations. JMU and the Harrisonburg City Public Schools now have four 21st Century Learning Center grants which provide services to HCPS students and their families through eight centers, six at the schools and the Career Development Academy at JMU and Second Home at Muhlenberg Lutheran Church. A major focus of the Career Development Academy is to provide remedial, GED, and workforce improvement training to populations of racially, culturally, and socio-economically diverse populations of Pk-12 and adult learners.

Dr. Michelle Cude and her candidates for licensure in Social Studies again worked with Skyline Literacy to offer a service-learning opportunity designed to develop and implement a civics curriculum to provide citizenship classes for P-12 ELL students. Sue Hutchinson again directed Challenger teams from Bridgewater Community Little League. Challenger is a division of Little League Baseball, Inc. that serves children who cannot safely participate in other Little League programs. Twenty-two JMU students and staff and 19 local teachers participate as buddies and coaches for the Challenger program.

The significant volume and quality of consulting in the area of Differentiation that Dr. Kristi Doubet provided to schools across the country and to professional associations like ASCD and NMSA are models of service responsiveness at the national level. Dr. Doubet served as consultant/coach for teachers and administrators in such diverse locales as New York City Teacher Center/Staten Island UFT-NY; Garnet Valley School District-Concord, PA; Fieldale-Collinsville Middle School; Henry County (VA) School District; Solana Beach and San Diego Public Schools; East Aurora (IL) Schools; and the Vermont Department of Education.

Professional Development Opportunities:

The third annual "Voices," series, an initiative supported through our college Diversity Committee providing rich opportunities for faculty, staff and students from across the JMU community to share in the experiences of others was presented was offered during this review period. Over the course of the academic year a number of "Voices" sessions were held made up of panel members from the community, the schools and the university. Panel discussions facilitated conversations about race, gender, religion, sexual orientation, and exceptionalities that lead to individual's feelings of "otherness." Highlight of this year’s "Voices" symposia series included presentations to CoE students and faculty by representatives of the ROTC/Military Science program, and a presentation by Dr. Mangelsdorf: Spanglish as Alternative Discourse: Working Against Linguistic Containment.

In September, the college hosted an Intercultural Fair which provided an opportunity for the college community to learn about the professional and intercultural insights and experiences acquired by students and faculty who were involved in international/intercultural practica, inquiry, and exchange.

On October 22, 2009, over 250 individuals participated in the Harrisonburg Intercultural/Interfaith Summit hosted by the Community Mediation Center in collaboration with the College of Education, Outreach and Engagement, and Communications and Marketing.

On February 9, 2010, JMU’s ROTC program collaborated with the Ongoza Leadership Lecture Series in hosting a presentation by Dr. Eric Silla: Opportunities and Challenges in 21st Century Africa: Implications for Your Generation. The Ongoza Leadership
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.

Since our last NCATE continuing accreditation visit, we have been moving forward on multiple issues related to diversity. Opportunities to expand the perspectives of our faculty have been enriched through the work of our diversity committees. We continue to support the university initiated on recruitment and retention of diverse students and faculty. Finally, our curriculum continues to evolve to embrace a broader range of diversity in the students and families we serve. Please refer to past Part C reports from 2005, 2007 and 2008 for information on how we have addressed the specific areas for improvement.

**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:**

**Faculty Evaluation:**
Continuing a cross-department inquiry begun by the FDSC during the 2007-08 academic year, some departments continued these efforts to clarify the expectations that the respective department uses for the three different types of evaluations (initial, annual, and tenure and promotion) as required by the Faculty Handbook in Section III E.1. The goal of this work is not to have all departments look alike, but instead to make more transparent departmental expectations for faculty productivity so that all faculty are informed as to how they are progressing and will be evaluated at various points in their career.

Two faculty members, Dr. Laura Desportes and Dr. Hood Frazier, were awarded tenure, effective August 2009.

**Professional Development Opportunities:**
Four college-wide professional development-related meetings/events were held throughout the year. Two of these were focused on providing faculty and staff professional information. One was held during Assessment Day and several workshops were offered for faculty. The other was a college-wide faculty meeting that featured information on employment profiles for education. In
addition, on the recommendation of the FDSC, an informal “Hot Chocolate Reception” was held to provide opportunities for faculty to have informal conversations.

The ETMC continues to provide support for the faculty, staff and student in the college. In addition to ensuring that a wide variety of resources are available both onsite and as an access point for courier and inter-library loan services, the ETMC serves as center of technology support and information. The center staff continues to be actively engaged with many centers on campus, including: Center for Instructional Technology, Center for Faculty Innovation, Media Resources, Technology Classroom, JMU Computing Support, JMU Libraries, Institute for the Natural World, Office of Outreach and Engagement, Network Engineering, JMU IT Training and Support and the Content Teaching Academy.

Under the leadership of Yvonne Miller, the college sponsored a series of summer brown bag professional development seminars for staff members. Throughout summer 2009, seven different seminars were held, ranging in topic from Lego League and College for Kids, to Relief Work in Welch, JMU Dr. Lovin authored two VDOE grants focusing on developing specialized content knowledge or teachers and will partner with 6 school divisions (Augusta, Harrisonburg, Rockingham, Staunton, Waynesboro, and Page).

Six faculty members attended the NCATE annual conference.

Numbers of professional Development opportunities offered through Center for Faculty Innovation = 85 (Faculty workshop Series, May and January Symposium, Faculty Book Discussion, Arboretum Collaborative, Madison Research Fellows, Scholarly Writer's Groups, Part time Development Day, Special Events)

Numbers of professional development opportunities offered through Center for Information Technology = 61

Group mentoring sessions for first and second year faculty were held on a regular basis. Sessions focused on becoming part of the JMU community, the culture of Virginia, Tenure, promotion and evaluations expectations.

Scholarship:

Faculty continue to be engaged in their scholarship and professional development. For example:

1. Over 50 articles were published, submitted or accepted for publication in refereed and non-referred journals
2. Over 25 grants were authored and submitted by faculty members
3. Faculty awards, among others, included Dr. Teresa Harris’s Fulbright, Dr. Michelle Hughes, Mengebier Endowed Professor and Dr. Burchard, Rory Lazowski, and Valerie Schoolcraft won a Madison Access, Innovative Diversity Effort Award for $4000.
4. Faculty serve the professional in multiple ways such as NCATE program reviews, professional conference reviews, and service on state, local and national Boards with over 15 faculty holding such positions.

Grant Activities:

During 2009-10, grant and contract activity resulted in awards of $1,365,047. Programs range from the Career Development Academy that reaches out to ESL members of our community to the First Lego League which brings hundreds of students and their families to our campus from around the Commonwealth. Dr. Foucar-Szocki received continuing funding from her $550,000 VDOE-funded project that provides workforce, academic, and after-school programming for select students and adults through the Blue Ridge ESOL Career Academy, X-SEL, and WE CARE initiatives. Dr. Cheri Beverly received funding support for the second year of a three-year, $500,000 RISE grant for the purpose of revising the special education teacher preparation curriculum and enhancing professional development of all faculty. Under the leadership of Nick Swayne, VIRSE ($200K), robotics professional development for upper elementary – high school teachers, is completing its first year and will continue into next year as VIRSE2 ($215K). Also noteworthy is the $10,000 grant awarded by Provincial Reconstruction Team Baghdad (US State Department for the recently completed Iraqi Literacy Project. In addition to the funded grants, over 7.1 million dollars in grant requests are pending. Dr. Barbara Stern worked with Frederick County Schools on a “Teaching American History” grant application which was awarded in June 2010.

Our faculty also worked on collaborative projects with colleagues across campus and the Commonwealth. Dr. LouAnn Lovin, co-director of the STEM center was awarded two MSP grants, totaling $528,890 for Developing Specialized Content Knowledge for Teachers of Mathematics.

Dr. Rich Ingram partnered with Dr. Rhonda Zingraff and others in ILHHS on development and implementation of an extraordinarily important three-year, $3.8 million Health Bites project funded by the Virginia Department of Health. Expansion of this critically important project is anticipated, including development of a Spanish language version of Health Bites. Re-assignment of Dr. Ingram to the Health Bites and Bright Futures initiatives The Zingraff/Ingram, et al team also collaborated on implementation of the second-year of a $392,000 Virginia Department of Health initiative to use the latest in web technologies to support the American Association of Pediatrics Bright Futures health literacy initiative. Ingram also worked on a $95,000 project to enhance training for counselors in support of the VDH Women, Infants, Children (WIC) program sponsored by the U.S. Department of Agriculture. To optimize support for all VDH-related initiatives, Dr. Ingram was reassigned to CISAT for 100% of his time.

The economic hardship of the previous year continued into the 2009-2010 academic year. However, with the support of CoE administrators, FDSC members were able to support faculty through the use of indirect funds to support faculty research. During the academic year 2009-2010, the FDSC distributed almost $17,000 in funding to support faculty proposals to conduct research ($15,000 from indirect monies and $2,000 from the Jones Education Endowment). In the fall semester the FDSC awarded $9,000 to College of Education faculty in Scholarship Grants and the Jones Educational Endowment. There were six proposals submitted and three were fully funded.
Dr. LouAnn Lovin, JMU mathematics teacher education candidates worked hand-in-hand over a period of five weeks with students from Thomas Harrison Middle School in an inquiry project designed to assist successful middle grade math students while providing teacher education candidates invaluable insights into how to work with and support the learning of kindergarten.

In August 2009, Dr. David Slykhuis represented JMU as a member of the Virginia Department of Education Review Panel for the Shenandoah Valley Air Quality Project on the new “Science on a Sphere” facility located in Memorial Hall.

In the spring semester two research proposals were submitted electronically. One was fully funded with $5,000.

Dr. Diane Wilcox was awarded $5,000 to support a research project titled “The Effect of Chronic Lyme Disease on School Performance and 21st Century Skills.”

Awards and Recognitions:
Dr. Michelle Hughes completed the first year of her two-year tenure as the Rev. Dr. William L. Mengebier Endowed Professor. In the fall, the committee also selected the following faculty members for recognition with the College’s annual awards:
Dr. Diane Wilcox – Outstanding Teaching Award
Dr. David Slykhuis – Madison Scholar
Dr. Michelle Cude – Outstanding Service Award
An annual staff luncheon recognized the hardworking administrative assistant staff and their dedication to the work of the college.

Professional Service
College of Education faculty continue to maintain active leadership roles in scores of professional, community service, civic engagement, and service learning initiatives throughout the Valley, the state and region, and nationally. In the local community, individual members of the faculty serve on the Harrisonburg Education Foundation, The Race for the Cure, The Rockingham Education Foundation, The Children`s Museum, the Rockingham Community Services Board, and the MidValley Education Consortium.

The powerfully responsive Career Development Academy continues with strong support from professional, family, and commercial quarters alike. Moreover, CoE faculty and students made significant contributions on behalf of relief efforts in Welch, West Virginia, the Friends of Rachel project, and service-learning in P-12 schools throughout the valley. In addition, CoE faculty continue to expand their engagement in international practicum and professional/cultural exchange initiatives.

On the professional front, college faculty hold positions of leadership on a number of governing boards including: Virginia Association of College of Teacher Education, American Association for Teaching and Curriculum, Virginia Association of Teachers of English, Association of Teacher Educators-Virginia, Virginia Professors of Educational Leadership, National Council of Teachers of English, and the Virginia Consortium of Social Studies Specialists and College Educators.

Dr. Mary Slade has developed a long-term community service project in Welch (McDowell County), West Virginia, one of the poorest sites in the U.S. The focus of the relief efforts included repairing homes, businesses, and schools, and combating water pollution. Featured in the Fall 2009 issue of Madison Magazine, JMU students and faculty link with Welch residents to spark an uplifting motivation that will inspire Welch citizens to re-envision a more positive future. For the extensive relief that she and JMU students provided for this poverty-stricken rural community, Dr. Slade and her cohorts of JMU student volunteers have received national recognition by Aid For the World.

In collaboration with representatives of the JMU Center for Faculty Innovation, Dr. Thomas participates actively as a member of the JMU Arboretum Sustainability Task Force.

Dr. David Slykhuis succeeds Dr. Laurie Cavey as Director of the widely-popular Content/Teaching Academy (C/TA). With strong support from VDOE, the C/TA includes academies in many of the instructional domains in most urgent demand statewide, including ESL, Gifted Education, Ed Technology, English, Early Childhood Special Education, and Visual Arts, serving in the process over hundreds of teachers and administrators from across the Commonwealth.

EER's Susan Barnes continued her service as a consultant with Rockingham County, Harrisonburg City, Page County schools, and Valley-area child care providers on a Success by Six "Ready Schools" initiative which focused on developing strategies for helping families and young children prepare for the challenges of transitioning to kindergarten.

Under the leadership of Director Dr. Rich Clemens, ETMC personnel supported a number of important service and professional outreach initiatives including supporting the Content/Teaching Academy, P-12 organizations, the Shenandoah Valley Technology Consortium, and the NETS-T projects. ETMC personnel also provided support for Saturday programming events including the CoE/Children's Museum "College for Kids" creative and academic enterprise series. Dr. Clemens also worked closely with CISAT and the Shenandoah Valley Air Quality Project on the new "Science on a Sphere" facility located in Memorial Hall.

In August 2009, Dr. David Slykhuis represented JMU as a member of the Virginia Department of Education Review Panel for the K-12 Science Standards of Learning (SOLs).

Under the guidance of Dr. LouAnn Lovin, JMU mathematics teacher education candidates worked hand-in-hand over a period of five weeks with students from Thomas Harrison Middle School in an inquiry project designed to assist successful middle grade math students while providing teacher education candidates invaluable insights into how to work with and support the learning of
Middle Grades students.

For yet another consecutive year, JMU's Madison Center director, Phil Bigler, and the CoE collaborated with the VDOE and the Milken Educators Foundation to host the Teachers of Promise Institute, a celebration of the most distinguished teacher education program completers from all 37 of Virginia's educator preparation programs. In Spring 2010, Dr. Teresa Harris embarked on a Fulbright mission to South Africa during which she worked on building collaborations between members of the JMU ECED/ELED programs and members of the University of Pretoria Early Childhood Development Department.

In a series of meetings in October 2009, Dean Wishon served as member of the Virginia Department of Education’s Teacher of the Year Selection Panel representing the Virginia Association of Colleges of Teacher Education (VACTE).

Dean Wishon continued service as a member of SCHEV’s Access Study Advisory Committee, Virginia's participatory agency in the Department of Education’s College Access Challenge Grant Program. The role of the Access Study Advisory Committee is to determine the methodology and research protocols that select research analysts will use in researching and compiling data about professional development access initiatives, programs, providers, and services in Virginia. In March 2010, the task force published the monograph “At a Glance: A Study of College Access Services and Resources in Virginia.”

Dean Wishon served as a member of the Governor's Strategic Council For Virginia's Early Childhood Professional Development initiative. The goal of the Strategic Council includes: a.) examining and strengthening the higher education infrastructure to meet the growing demand for EC training and degree attainment; b.) refining and developing relevant licensure and certification; c.) coordinating and improving various training opportunities for EC professionals; and d.) enhancing strategies to recruit, retain, and support professionals in their development. The work of the Strategic Council will guide the efforts of five statewide subcommittees charged with developing a strategic plan for the creation and implementation of Virginia’s EC professional development system.

The Education Technology and Media Center remains a highly efficient center where faculty, students and staff have access to the wide variety of resources contained within the ETMC and the larger JMU Libraries across campus. The center continues to be an accessible location for K-12 textbooks utilized around the Commonwealth of Virginia. ETMC staff have most recently updated the Social Studies materials and are in the midst of updating the Mathematics textbooks in the center. ETMC staff work closely with the Virginia Department of Education to enable this valuable on-campus resource.

Dean Wishon completed his first year as President of the Virginia Association of Colleges of Teacher Education (VACTE), the professional association responsible for helping to inform and guide statewide policy and practice impacting all 37 of Virginia’s educator preparation programs. The VACTE President represents the interests of, advocates for, and acts on behalf of all public and private institutions with education preparation programs.

In addition, faculty assumed the following leadership roles in professional organizations at the local, state and national levels:

"Dr. Denise Perritt served as President of VPEL
"Dr. John Kidd remains active with VASS, as a column editor for their newsletter.
"Dr. Dorothy Sluss serves as President of ATE-VA
"Dr. Barbara Stern served as Editor of AATC’s "Curriculum and Teaching Dialogue"
"Dr. Michelle Cude serves as President of VCSSSCE
"Dr. Michelle Cude serves as a VDOE Policy Consultant
"Dr. LouAnn Lovin served as Chair of the VCTM State Conference
"Drs. Martha Ross and Linda Bradley continue to serve as members of the NCATE Board of Examiners
"Dr. Marianne Baker serves Chair of the Jane Addams Children's Book Committee
"Dr. George Font continues to serve as co-Director of the Cyber-City Program
"Dr. Michelle Hughes is honored recipient of the Mengebier Endowed Professorship
"Dr. Dorothy Sluss serves as an NAEYC Program Reviewer
"Dr. Teresa Harris was honored as a Fulbright Scholar Eucator preparation programs in Virginia.

David Slykhuis assumed the responsibility of directing the Content Teaching Academy following the resignation of Dr. Laurie Cavey. The 11th annual academy was held June 28 – July 2, 2010, with over 300 participants and 7 Academies. There is concern about the reduction in State support for the CTA and so Dr. Slykhuis is actively seeking financial support from multiple sources, including solicitation for outside sponsorship for future academies.

ETMC staff also are involved with the Shenandoah Valley Technology Consortium supporting various projects related to K-12 educational technologies in the area. ETMC staff members continue to actively support classroom instruction at faculty requests presenting on a variety of topics including: JMU electronic database resources, digital video applications, web 2.0 resources for learning, digital copyright and fair use law, SmartBoard™ technologies, concept mapping, specific software tools and technologies as requested by faculty. The ETMC continued to work on upgrading a variety of technologies available in the center. Increasing the number of digital video and audio capturing technologies was a major initiative. As a result these increasingly utilized tools for instruction found their way into many classrooms in the College of Education. Student projects incorporating digital video and audio showed a remarkable increase throughout the year. To support this effort we upgraded several of our video editing computer lab machines to be more capable and functional for our students and faculty.
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.

**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.

The most notable administrative/personnel change during this reporting period was the retirement in Summer 2010 of Dr. Douglas Brown, JMU Provost and Vice-President for Academic Affairs. Selected to replace Dr. Brown as Interim Provost is Dr. Jerry Benson, formerly Vice-Provost for STEM and Health and Human Services, and former Dean of the College of Integrated Science and Technology, and of the College of Education and Psychology.

Following a national search, Dr. Laura Desportes, Interim Head of the Department of Exceptional Education, was appointed Head of the EXED Department in July 2010, thus continuing her service as a member of the College of Education Leadership Team.

New full-time additions to the faculty included Drs. Allison Kretlow and Christy Bartholomew in Exceptional Education, Dr. Ruth Bosch in Education Foundations, Dr. Shin Ji Kang in Early Childhood Education, Dr. Kyle Schultz in Mathematics Education, and Ms. Jessica Siemens in the Pruden Education Technology and Media Center.

During this review period Jillian Young replaced Kevin Weaver as the part-time representative of the JMU Development Office for the college.

In Summer 2009, Dr. Rich Clemens, Director of the Pruden Education Technology and Media Center (P-ETMC), assumed a number of the duties of the College of Education's Computing Coordinator, Dr. Rich Ingram, part of whose time was purchased by grant awardees in the College of Integrated Science and Technology. New duties assumed by Dr. Clemens included updating the college website, providing server support for the college, supervising college computing support personnel, and serving as college liaison to the university's Instructional Technology staff.

The PECC continued to meet regularly. Among the decisions made were clearly articulating the minimum grade point for graduate supporting a review/study session process for candidates taking Praxis exams. The ESC Web site offers the following detailed information: test preparation materials available on campus; materials and feedback from ETS; software tutoring programs; and preparation classes. Education ambassadors and The Science/Math Learning Center provide tutoring customized to areas of student need.

In response to a request by members of the Education Technology faculty and Dr. Rich Clemens, Director of the P-ETMC and Computing Coordinator for the college, negotiations ensued between the CoE dean and the Provost which resulted in a pledge by the Provost to underwrite the cost of establishing a 20+ station Windows computing lab located in Memorial Hall, home of the College of Education. It is estimated that the new Windows lab will come "on line" in May, 2011. In Summer 2010, JMU students, staff, faculty, and administrators were transitioned onto the new Microsoft Exchange network which resulted in a dramatic increase in e-mail quota, and immediate access to a suite of new Microsoft products and product upgrades.

Budget allocations to the College of Education and the PEU during the 2009-10 academic year and to the PEU remained rather tight. The freeze placed on educational/sabbatical leaves for faculty in 2008-09, and on the hiring of classified faculty remained in effect. Budget constraints compelled the termination of two part-time administrative specialists in the college, and the partial reduction in force of a third part-time administrative specialist. While improved market conditions restored endowment funds used to support scholarships, funds to support faculty travel and professional development remained at levels below those of 2007-08. Resources were retrieved from the college's "in-direct" funds from grants and contracts to help subsidize faculty professional travel. For yet another year, the only faculty members to receive permanent salary adjustments during this review period were those who were granted tenure and/or promotion during this AY. As a money-saving strategy during this period of budgetary restraint, the Commonwealth of Virginia instituted the Workforce Transition Act-- a statewide optional retirement plan offered to qualifying classified and instructional faculty. In the College of Education, one classified employee availed herself of this retirement option. By directive of the Governor of Virginia, all full-time instructional, classified, and administrative staff received a one-time 3% bonus in December 2010.

Concern about the reduction in State support for the Content/Teaching Academy (C/TA) continues, as a consequence of which the C/TA Director, Dr. Slykhuis, continues actively to seek financial support from multiple sources, including solicitation for outside sponsorship for future academies.
In October 2009, James Madison University received final approval for a Phi Beta Kappa chapter, a distinction for which the entire university community is justifiably proud.

As a result of efforts to seek external funding to support program initiatives and college/Unit operations, and to help offset reductions in the College of Education budgetary allocations over $800,000 in external funding was secured during this period. Grant applications and awards continue to grow in the college. Funding levels have increased as have the number of grant application submissions and the number of faculty participating in the grant and contract application process. During 2009-10, grant and contract activity resulted in awards of $1,365,047. Programs range from the Career Development Academy that reaches out to ESL members of our community to the First Lego League which brings hundreds of students and their families to our campus from around the Commonwealth. Dr. Foucar-Szocki received continuing funding from her $550,000 VDOE-funded project that provides workforce, academic, and after-school programming for select students and adults through the Blue Ridge ESOL Career Academy, X-SEL, and WE CARE initiatives. Drs Maggie Kyger and Cheri Beverly received funding support for the second year of a three-year, $500,000 RISE grant for the purpose of revising the special education teacher preparation curriculum and enhancing professional development of all faculty. Under the leadership of Nick Swayne, VIRSE ($200K), robotics professional development for upper elementary – high school teachers, is completing its first year and will continue into next year as VIRSE2 ($215K). Also noteworthy is the $10,000 grant awarded by Provincial Reconstruction Team Baghdad (US State Department for the recently completed Iraqi Literacy Project. In addition to the funded grants, over 7.1 million dollars in grant requests are pending. Lastly, in August 2010, Dr. Barbara Stern learned that her proposed collaborative project with area schools to improve instruction of American History was funded to the tune of $999,500 over a three-year period.

In support instruction and operational functions, the College of Education invested over $40,000 in technology hardware and software in 2009-10.

Well over 50% of College of Education faculty members have served five years or less. There is continuing need to provide opportunities for mentoring and professional development support for new faculty in order for them to be successful and to feel fulfilled. Toward this end, the JMU Center for Instructional Technology (CIT) offered over 60 professional development workshops on topics ranging from Creating and Distributing Online Presentations to Using Qualtrics to Conduct Online Surveys; from Immersive and Simulation-Based Learning to Google Earth Workshop Series. Additional topics offered by CIT through its “Roadshow Series” included Diigo, Prezi, Tumblr, Dropbox, Wix, Scribd, and Aviary.

With the use of indirect funds, the college was able to off-set budgetary shortfalls somewhat and provide some modest support for faculty professional development. During the academic year 2009-2010, the Faculty Development & Support Committee (FDSC) distributed almost $17,000 in funding to support faculty proposals to conduct research ($15,000 from indirect monies and $2,000 from the Jones Education Endowment). In the fall semester the FDSC awarded $9,000 to College of Education faculty in Scholarship Grants and the Jones Educational Endowment. There were six proposals submitted and three were fully funded. Dr. Diane Wilcox, Dr. Karen Killison, Dr. Michelle Estes, Dr. Steven Purcell, and Mr. Jonathan Devier-Scott received $5,000 to support a research project titled “Exploring Technology Intelligence in Middle School Through Movie Creation and Mobile Learning.”

- Dr. Kyle Schultz received $2,000 to support a research project titled “Developing Prospective Mathematics Teachers’ Ability to Design High Level Technology-Oriented Problems for Instruction.”
- Dr. Allison Kretlow and Dr. Christina Bartholomew received the Jones Education Endowment ($2000) plus a $2,000 grant to support a research project titled “Response to Intervention: Investigation and Implementation.”
- In the spring semester two research proposals were submitted electronically. One was fully funded with $5,000.
- Dr. Diane Wilcox was awarded $5,000 to support a research project titled “The Effect of Chronic Lyme Disease on School Performance and 21st Century Skills,”

Drs. Kyger and Thelk participated in the TK 20-sponsored User Conference in Louisville, KY in April 2010. At this conference, methods for facilitating unit and departmental discussions for data results were acquired, and some ideas are being further developed for use with the Unit in the 2010-11 academic year. Our two A-deans, Drs. Peggy Shaeffer and Maggie Kyger, representing the college and the PEU were among those participating in an NCATE-sponsored training in Arlington, VA in Fall 2009 (Dr. Kyger participated in a second NCATE training in Spring 2010. In February 2010, Drs. Joy Moody, and Linda Bradley attended the 2010 ATE Annual Conference in Chicago; and Dr. Moody, Bradley, and Martha Ross attended the 2010 AACTE Annual Conference in Atlanta.

Discussions of issues related to safety and security of the Memorial Hall facility, and adequacy of space to accommodate anticipated growth in programs and personnel continued. As was the case last year, issues of paramount concern included developing and implementing procedures for preventing and responding expeditiously to threats to security and personal safety in and around the facility.

The programs in the Department of Military Science continue to be strapped for space with cadre housed 2 and 3 to an office. Growth of the College of Education continues apace, and the college will soon consume all of the available office and specialized laboratory space available in Memorial Hall. Continued growth that is anticipated will also constrain availability of medium-to-large-sized classroom facilities in Memorial Hall. Office, laboratory, and classroom space available for other PEU programs appears to be adequate.

Enrollments in key programs continue to soar. Unless the college receives adequate resources to handle the demands of enrollment increases, strategies to relieve the pressure and to best accommodate students and preserve program quality (e.g. enrollment caps; wait-lists for program admittance) must be contemplated.
Summer 2010 marked the opening of the newly-constructed Forbes Center for the Performing Arts. With a 175,000 sq. ft. footprint, the Forbes Center is comprised of the Dorothy Thomasson Estes Center for Theatre and Dance and the Shirley Hanson Roberts Center for Music Performance and houses five state-of-the-art performance venues: the Mainstage Theatre (450 seats), the Concert Hall (600 seats), the Recital Hall (196 seats) the Studio Theatre (200 seats) and the Earlney J. Miller Dance Theatre (200 seats). Housing the JMU award-winning School of Music (holder of All-Steinway School status) and the School of Theatre and Dance, the Forbes Center also includes classroom, rehearsal and office facilities.

At other locations across the university campus, additional capital improvement projects have been undertaken: Commencing construction of the new $44.8 million Biosciences Building on the east side of campus; Completion of the new $20.2 million East Campus Residence Hall; Completion of the new $18.5 million East Campus Dining Facility; Completion of the new $6.7 million Baseball/Softball Complex; Construction began on the new $30 million Port Republic Road Recreation Facility; Construction taken up on the final phase of the $62 million, 10,000-seat addition/renovation of Bridgeforth Stadium; and Commencing planning on the renovations and utilization of the recently-acquired Rockingham Memorial Hospital.

The East Campus Library (ECL) offers assistance to all members of the university committee with research needs. Completed in 2008-09, the ECL offers a large selection of journals, and media in Science, Health Sciences, and Technology fields, a collection of popular magazines, and popular literature for recreational reading. The ECL also offers wireless access and wireless laptop check out and contains 45 group study rooms, some with large flat screen monitors that can be reserved. In addition, the ECL offers 24-hour study space and computer lab as well as the amenities of Java City Cafe.

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.

If you have another comments, use the space below:

Report Preparer's Information

Name: Margaret Shaeffer
Phone: 540 568 2812
E-mail: shaeffmb@jmu.edu