

TITLE II SUMMARY, 2001-2002

Accreditations:

Virginia Board of Education
National Council for the Accreditation of Teacher Education

Enrolled candidates: 1,042

Student Teaching:

Student teachers: 264
Requirements: 30 hrs/wk, 12-16 wks, 360-480 hrs
Supervision: 24.6 Faculty
Ratio: 10.7:1.0

Program Completers: 207

Licensure Test Results¹:

| ASSESSMENT | NUMBER TAKING | | NUMBER PASSING | | PASS RATE | |
|---|---------------|-------------|----------------|-------------|-------------|------------|
| | JMU | VA | JMU | VA | JMU | VA |
| Basic Skills:² | | | | | | |
| PPST Reading | 144 | 1033 | 143 | 986 | 99% | 95% |
| CBT Reading | 62 | 1228 | 61 | 1196 | 98% | 97% |
| PPST Writing | 142 | 1007 | 129 | 894 | 91% | 89% |
| CBT Writing | 62 | 1244 | 55 | 1046 | 89% | 84% |
| PPST Math | 143 | 1014 | 141 | 928 | 99% | 92% |
| CBT Math | 61 | 1242 | 55 | 1102 | 90% | 89% |
| Computerized PPST Reading | 1 | 75 | | 60 | | 80% |
| Computerized PPST Writing | 2 | 85 | | 69 | | 81% |
| Computerized PPST Math | 2 | 83 | | 62 | | 75% |
| Number of candidates meeting Virginia licensure requirements ³ | 207 | | 207 | | 100% | |
| Academic Content Area:⁴ | | | | | | |
| Art | 4 | 20 | | 20 | | 100% |
| Biology | 1 | 54 | | 52 | | 96% |
| Business Education | 1 | 12 | | 10 | | 83% |
| Chemistry | 2 | 11 | | 9 | | 82% |
| English Language, Literature and Comprehension | 9 | 104 | | 97 | | 93% |
| Marketing Education | 1 | 6 | | | | |
| Mathematics | 5 | 62 | | 45 | | 73% |
| Social Studies | 10 | 105 | 10 | 98 | 100% | 93% |
| Music | 13 | 61 | 13 | 50 | 100% | 82% |
| Spanish | 2 | 19 | | 19 | | 100% |
| Aggregate Data: | | | | | | |
| Basic Skills | 207 | 2347 | 207 | 2263 | 100% | 96% |
| Academic Content Areas | 47 | 485 | 47 | 437 | 100% | 90% |
| Other Content Areas | 1 | 21 | | 21 | | 100% |
| Summary Totals and Pass Rates | 207 | 2353 | 207 | 2223 | 100% | 94% |

¹ For all assessments with 10 or more test-takers. All candidates must meet all Virginia licensure requirements, including testing requirements, before completing their program.

² Praxis I: Academic Skills Assessment Tests
PPST = Pre-Professional Skills Test
CBT = Computer-based Test

³ Requirements met by passing all three tests individually or by meeting Virginia's composite score requirement.

⁴ Praxis II: Subject Assessments

SUPPLEMENTAL DATA REPORT, 2001-2002

**Virginia Department of Education
Division of Teacher Education and Licensure
P. O. Box 2120
Richmond, VA 23218-2120**

| | |
|--------------------------------|---|
| NAME OF INSTITUTION | James Madison University |
| RESPONDENT NAME | Linda M. Bradley |
| RESPONDENT TITLE | Director, Education Support Center |
| ADDRESS | James Madison University, Education Support Center, MSC 1102, Harrisonburg, VA 22807 |
| TELEPHONE NUMBER | 540-568-6274 |
| FAX NUMBER | 540-568-3342 |
| ELECTRONIC MAIL ADDRESS | bradlelm@jmu.edu |

1. Please provide a brief statement describing your institution (e.g., mission statement, student demographics such as residential/commuter, full/part-time, etc.).

James Madison University is “committed to preparing students to be educated and enlightened citizens who will lead productive and meaningful lives.” Its six colleges offer programs at the undergraduate, master’s, educational specialist, and doctoral level. In ‘01-’02, 3,345 degrees (3,134 undergraduate and 301 graduate) were conferred. The Fall, 2001 enrollment of 15,152 included 14,069 undergraduate, 651 graduate, and 432 special students. Of the 14,149 full-time and 1,003 part-time students, 59% were female, 41% were male, and 10% were minorities. Forty-two percent of the undergraduates lived in JMU housing.

The JMU teacher education program is currently transitioning to five-year programs in elementary education, middle education, secondary education, health and physical education, and special education. Four-year programs will continue to be offered in early childhood education, art education, and music education. Advanced programs are offered in middle education, reading education, secondary education, school administration, school counseling, school psychology, speech and language disorders, art education, and music education.

2. Describe your conceptual framework (no more than 5-7 sentences).

The Conceptual Framework that guides all James Madison University Teacher Education programs is informed and guided by the ten INTASC Principles, the teacher competencies required by the Commonwealth of Virginia, the National Board of Professional Teaching Standards, and the National Council for Accreditation of Teacher Education. It is fueled and strengthened by current and emerging research and knowledge in human growth, cognition, and learning, and is guided by the moral purpose of contributing to human needs in a pluralistic, democratic society. That is,

all children can learn and deserve competent, caring, knowledgeable, and skilled teachers as they progress through all levels of the educative process. The Conceptual Framework is bonded together through a *continuum* of teaching and learning, a deep commitment to *collaboration*, and a *common core* of student knowledge, skills, and dispositions that are measured and assessed through a comprehensive set of performances and demonstrations.

3. Describe briefly current partnerships with K-12 schools.

JMU's teacher education program is significantly involved in both formal and informal partnerships with local P-12 schools.

- Four faculty liaisons with ¼ release time and two full-time teachers-in-residence serve our four formal partnerships with Augusta County, Harrisonburg City, Rockingham County, and Waynesboro City.
- All programs have extensive field experiences and/or field-based courses in area schools.
- P-12 personnel serve on numerous committees, panels, and task forces to assist in the design, implementation, and evaluation of teacher education programs.
- Teacher education faculty serve on a variety of advisory committees in the local schools.
- Our teacher education program sponsors annual P-12/university faculty awards in four areas of partnership service –Teacher Preparation, Professional Development, Inquiry, and Service.
- Numerous other informal partnership activities provide a meaningful link with other local school divisions.

4. List requirements for admission to the teacher education program.

All candidates must meet the following requirements for admission to teacher education programs:

- be enrolled in an appropriate major, or possess an earned baccalaureate degree
- formally declare a major or minor in education
- have an overall grade point average of 2.5 or higher
- earn a grade of "C" or better in:
 - GWRIT 101-102 or GWRIT 103 (Reading and Composition)
 - a college-level mathematics course
 - GPSYC 160 (Life Span Human Development)
- complete training in universal precautions
- take Praxis I: Academic Skills Assessment Tests (Reading, Math, and Writing)
- demonstrate potential to provide leadership for peers and K-12 students
- demonstrate interpersonal skills necessary for successful classroom, professional, and community relationships
- possess physical and mental health required for performing teaching tasks

- be of good moral character
- meet any additional admission and retention criteria established by individual licensure programs

5. List requirements for admission to student teaching.

All candidates must meet the following requirements for acceptance into student teaching:

- be fully admitted to the teacher education program
- have an overall grade point average of 2.5 or higher
- meet the passing scores set by the Virginia Board of Education for the Praxis I: Academic Skills Assessment Tests (Reading, Math, and Writing)
- successfully complete all pre-requisite courses for student teaching
- be recommended for student teaching by their licensure program
- meet any additional admission and retention standards of their academic department or school
- be free from communicable tuberculosis

6. List specific program exit requirements (such as Praxis II).

All candidates must meet the following requirements for completion of the teacher education program:

- complete requirements for a baccalaureate degree
- complete an arts and sciences major or an approved education major
- meet all requirements for retention in teacher education, including a 2.5 grade point average
- complete all licensure program requirements, including student teaching and/or internship experiences
- submit passing scores on the Praxis I tests and the appropriate Praxis II (content area) test if required

Note that these exit requirements will change for the new five-year programs as they are implemented over the next several years.

7. List type(s) of accreditation.

James Madison University is fully accredited by the Southern Association of Colleges and Schools (SACS).

James Madison University's teacher education program is approved by the Virginia Board of Education and fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). The next approved program/accreditation visit is scheduled for Spring, 2004.

8. Briefly describe mentoring/clinical faculty programs at your institution.

James Madison prepares clinical faculty to supervise its student teachers through the MidValley Consortium for Teacher Education, a partnership of four colleges (Bridgewater College, Eastern Mennonite University, James Madison University, and Mary Baldwin College) and six school divisions (Augusta County, Harrisonburg City, Rockingham County, Shenandoah County, Staunton City, Waynesboro City). Clinical faculty receives two days of intensive training in observing, coaching, and evaluating student teachers and is compensated at a higher rate than cooperating teachers. Clinical faculty who supervise JMU practicum students and student teachers also earn units toward tuition waivers for JMU course work.

Clinical faculty receives three-year appointments and must attend at least one of the annual refresher workshops in order to renew their appointments. Currently the consortium has 700 trained clinical faculty. Approximately 35% of the cooperating teachers JMU uses each year are clinical faculty.

Several faculty and staff members also serve on local school division mentor advisory councils.

9. Please provide the following information regarding faculty in your professional preparation program:

- a) number of full-time faculty: 67
- b) average number of courses taught by each full-time faculty: 3 per semester
- c) number of full-time faculty with K-12 teaching experience: 62
- d) number of adjunct faculty: 44 (including student teaching supervisors)
- e) number of courses taught by adjunct faculty; 27 (for the entire year, but not including student teaching supervision)
- f) qualifications for teaching as adjunct faculty (briefly describe): adjunct faculty must meet university requirements for adjunct faculty, have a master's degree (doctorate preferred), and have P-12 teaching experience in their teaching field.

10. Please provide the following information for the 2001-2002 academic year:

| 2001-2002 ACADEMIC YEAR | | | | | | | | |
|---|--|-----------|--|---------------------------|--------------------------------|----------|--------------------------------|----------|
| (Column 1) Total Number of Program Completers | (Column 2) GENDER | | (Column 3) RACE | | | | | |
| | Of the total number in Column (1), please indicate the number of program completers by gender: | | Of the total number in Column (1), please indicate the number of program completers by race: | | | | | |
| | Female | Male | American Indian/Alaskan Native | Asian or Pacific Islander | Black (not of Hispanic Origin) | Hispanic | White (not of Hispanic origin) | Other |
| 278 | 227 | 51 | 0 | 6 | 4 | 1 | 266 | 1 |

11. Please indicate the number of program completers by teaching area for the 2001-2002 academic year.

| Teacher Preparation Program | Number of Program Completers |
|--|------------------------------|
| Elementary Education (including early childhood education) | 83 |
| Middle Education | 43 |
| Adult Education | |
| Art | 5 |
| Computer Science | |
| Dance | |
| English | 11 |
| English as a Second Language (add-on only) | 1 |
| Foreign Language (indicate language): __ French _____ __ Spanish _____ | 2 |
| Health and Physical Education | 18 |
| History and Social Science | 14 |
| Library Media | |
| Mathematics | 5 |
| Music-Instrumental | 10 |
| Music-Vocal/Choral | 6 |

| Teacher Preparation Program | Number of Program Completers |
|--|-------------------------------------|
| Science-Biology | 1 |
| Science-Chemistry | 2 |
| Science-Earth Science | |
| Science-Physics | |
| Special Education: Early Childhood | 11 |
| Special Education: Hearing Impairments | 1 |
| Special Education: Emotional Disturbance* | 28 |
| Special Education: Learning Disabilities* | 27 |
| Special Education: Mental Retardation* | 29 |
| Special Education: Severe Disabilities | |
| Special Education: Speech/Language Disorders | 7 |
| Special Education: Visual Impairments | |
| Theatre Arts | |
| Vocational Education: Agricultural Education | |
| Vocational Education: Business Education | 2 |
| Vocational Education: Health Occupations Education | |
| Vocational Education: Marketing Education | 1 |
| Vocational Education: Technology Education | |
| Vocational Education: Trade and Industrial Education | |
| Vocational Education: Work and Family Studies | |
| Other: ___ Driver Education _____ | |
| Other: ___ History _____ | |

* Includes duplicated count. Most candidates receive all three endorsements.

12. Please provide the number of program completers for the 2001-2002 academic year in the following programs:

| Area Completed Program | Number of Program Completers |
|--------------------------------|-------------------------------------|
| Administration and Supervision | 9 |
| Reading Specialist | 3 |
| School Counselor | 4 |
| School Psychology | 11 |
| School Social Worker | |