

TITLE II SUMMARY, 2004-2005

Institution Name: James Madison University					
Academic year: 2004-2005					
Number of program completers: 214					
Type of Assessment	Assessment Code Number	# taking	# passing	JMU pass rate	VA Statewide pass rate
<i>Basic Skills</i>					
PPST READING	710	158	143	91%	90%
CBT READING	711	7			91%
PPST WRITING	720	159	134	84%	82%
CBT WRITING	721	7			79%
PPST MATHEMATICS	730	157	134	85%	85%
CBT MATHEMATICS	731	7			90%
COMPUTERIZED PPST READING	5710	46	40	87%	89%
COMPUTERIZED PPST WRITING	5720	45	41	91%	79%
COMPUTERIZED PPST MATHEMATICS	5730	47	42	89%	85%
<i>Academic Content Areas (math, English, biology etc.)</i>					
ELEMENTARY ED CONTENT KNOWLEDGE	014	104	104	100%	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	13	13	100%	99%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	3	3	100%	93%
MATHEMATICS: CONTENT KNOWLEDGE	061	2	2	100%	96%
MIDDLE SCHOOL MATHEMATICS	069	2	2	100%	95%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	15	15	100%	99%
MIDDLE SCHOOL SOCIAL STUDIES	089	2	2	100%	97%
MUSIC CONTENT KNOWLEDGE	113	27	27	100%	92%
ART CONTENT KNOWLEDGE	133	9	9	100%	97%
FRENCH CONTENT KNOWLEDGE	173	1	1	100%	92%
SPANISH CONTENT KNOWLEDGE	191	2	2	100%	97%
BIOLOGY CONTENT KNOWLEDGE	235	2	2	100%	97%
PHYSICS CONTENT KNOWLEDGE	265	1	1	100%	
MIDDLE SCHOOL SCIENCE	439	1	1	100%	83%
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
HEALTH & PE: CK	856	2	2	100%	100%

SUPPLEMENTAL DATA REPORT, 2004-2005

NAME OF INSTITUTION James Madison University
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- 1. Please provide a brief statement describing your institution that documents high quality programs that are collaboratively designed and based on identified needs of the prek-12 community. Include a statement of the program philosophy, purpose, and goals.**

James Madison University Teacher Education 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 of the Professional Education Unit 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.

2. List types of national accreditation or a process prescribed by the Board of Education.

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, 2011.

3. List requirements for professional content assessments for licensure prescribed by the Board of Education (such as Praxis II, Virginia Communication and Literacy Assessment -VCLA, or Virginia Reading Assessment -VRA.)

Praxis I: Academic Skills Assessment Test (Reading, Math and Writing) or SAT or ACT [replaced by Virginia Communication and Literacy Assessment on January 1, 2006]

Praxis II: Specialty Area Tests for state designated programs

Virginia Reading Assessment for Early Childhood Education, Elementary Education, Special Education (except Early Childhood and Severely Disabled Special Education) and Reading Specialists

4. List requirements for assessment of basic skills for individuals seeking entry into an approved education preparation program. Include a description of tutorial assistance.

All candidates are required to take Praxis I: Academic Skills Assessment Tests (Reading, Math and Writing), using the scores established by The Virginia Board of Education for each of the three Praxis I tests and the composite score on all three tests. ACT and SAT may be used as alternate assessments for Praxis I, as approved by the VBOE.

The JMU Reading and Writing Labs offer assistance to students who would like to further develop their reading comprehension and writing skills. The Labs are open Monday through Friday and are located in 423 Wilson Hall.

Tests at a Glance (TAAG) can be downloaded from the Educational Testing Service website—www.ets.org. There are additional books on preparing for the Praxis I tests and other standardized tests available for purchase at the JMU and commercial bookstores.

Resources are also available at the Educational Technology and Media Center in Room 211 for preparing for Praxis tests.

5. List requirements for structured and integrated field experiences to include student teaching requirements. Include a description of diverse educational environments, participation in hard-to-staff schools, and evidence of required clock hours for initial and advanced programs.

The teacher education programs provide a variety of practica (field experiences prior to student teaching), with an average of 156 clock hours required. One program requires a single, twelve-week student teaching position that provides 420 clock hours. All other programs require two, eight-week positions that provide 560 clock hours. In addition to the hours in public schools, many students are required to spend time with students in local organizations, both to broaden their experience and benefit the community.

Field experiences, including student teaching, take place in schools where diversity (as defined by race, socioeconomic status, ESL, and special needs) is an integral part of the culture. Eighty-eight percent of candidates who were placed for two student teaching experiences had both placements in schools with medium to high diversity in race and/or socioeconomic status. Ninety percent of candidates who were placed for one student teaching experience were in a school with medium to high diversity. Ten percent of student teaching placements and 39% of practica placements were in the city of Harrisonburg, where students speak approximately 48 different languages and the percentage of ESL students is second highest in Virginia. Eighty-three percent of the total number of student teaching positions were in classes where there was at least one special education student. Most JMU students complete their field experiences in the rural area surrounding the city of Harrisonburg, in school divisions where at least some of the schools traditionally experience difficulty with hiring due to the location.

In the course of the field experiences, students engage in a variety of instructional activities, among which are: tutoring; designing and delivering instruction to small groups and whole classes; co-teaching; participating in parent-teacher conferences, program meetings and other school activities. Candidate responsibilities increase on a continuum throughout the program.

6. Describe current partnership and collaboration with prek-12 schools and school divisions based on their identified needs. Include evidence that school leadership program, if applicable, collaborates with partnering schools to meet local needs.

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

- Three faculty liaisons with $\frac{1}{4}$ release time and two full-time teachers-in-residence serve formal partnerships with Augusta County, Shenandoah 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.

7. Briefly describe clinical faculty/mentoring 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 seven school divisions (Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, Waynesboro City). Clinical faculty receives two days of intensive training in observing, coaching, and evaluating student teachers and are 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 members receive 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 members. 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.

8. Briefly describe qualifications of full-time and part-time professional education faculty, including school and adjunct faculty.

All full-time and part-time professional education faculty have public school experience and many part-time faculty have served in administrative and/or supervisory positions in public schools. Ninety percent of full-time faculty hold earned doctorate degrees and 10 percent have graduate degrees. Thirteen percent of adjunct/part-time faculty hold earned doctorate degrees and eighty-seven percent have graduate degrees.

9. Please provide the following information for the 2004-2005 academic year:

2004-2005 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)	Unknown
267	221	46	0	3	4	4	248	8

10. Please indicate the number of program completers by endorsement area for the 2004-2005 academic year:

Teacher Preparation Endorsement Programs	Number of Candidates enrolled in 2003-2004	Number of Candidates enrolled in 2004-2005	*Number of candidates completing a program	**Number of candidates exiting a program
Elementary/Primary preK-3	400	436	104	10
Elementary education preK-6	43	41	15	
Middle Education 6-8	81	90	4	
Adult Education				
Adult English as a second language (add-on endorsement)				
Art preK-12	46	66	9	3
Computer science				
Dance preK-12				
Driver education (add-on endorsement)			1	
English	68	91	13	
English as a second language preK-12			2	
Foreign language preK-12: French	2	5	1	
Foreign language pre-K-12 Spanish	5	9	2	
Gifted education (add-on endorsement)				
Health and physical education preK-12	32	41	2	1
History and social science	66	77	17	
Journalism (ad-on endorsement)				
Keyboarding (add-on endorsement)				
Library media preK-12				

Teacher Preparation Endorsement Programs	Number of Candidates enrolled in 2003-2004	Number of Candidates enrolled in 2004-2005	*Number of candidates completing a program	**Number of candidates exiting a program
Mathematics	24	40	2	
Mathematics – algebra I (add-on endorsement)			4	
Music education-instrumental preK-12	54	60	22	
Music education-vocal/choral preK-12	20	19	5	
Science-biology	10	14	2	
Science-chemistry	1	2		
Science-earth science	3	6		
Science-physics	1	1	1	
Special education: early childhood (birth – age 5)	9	15	4	
Special education: hearing impairments preK-12				
Special education: emotional disturbance K-12	127	153	27	
Special education: learning disabilities K-12	127	153	30	
Special education: mental retardation K-12	127	153	28	
Special education: severe disabilities K-12				
Special education: speech/language disorders preK-12	5	5	5	
Special education: visual impairments preK-12				
Speech communication (add-on endorsement)				
Theatre arts preK-12				
Vocational education: agricultural education				
Vocational education: business education	9	5		
Vocational education: health occupations Education				
Vocational education: industrial cooperative training (add-on endorsement)				
Vocational education: marketing education	1	1		
Vocational education: technology education	1	2		
Vocational education: trade and industrial education				
Vocational education: vocational special needs (add-on endorsement)				
Vocational education: work and family studies				

*Number of candidates completing a program by completing (1) all required course work, (2) required assessments for licensure, and (3) supervised field experiences, including student teaching.

** Number of candidates exiting a program by completing all required course work, regardless of whether the individuals attempted, passed or failed required assessments but did not complete supervised field experiences, including student teaching.

11. Please provide the number of program completers for the 2004-2005 academic year in the following programs:

Area Completed Program	Number of Program Completers
Administration and Supervision	7
Reading Specialist	2
School Counselor	11
School Psychology	9
School Social Worker	

12. Please indicate the number of program completers who passed Praxis I assessment through an alternate method (i.e., SAT, ACT, Praxis I Composite Score). Include number taking assessment (by test areas), number passing assessment, and percentage passing test, as appropriate.

One program completer passed the Praxis I assessment using approved SAT scores.

Seventy-four completers passed the Praxis I assessment using composite Praxis scores.

<u>Test</u>	<u>Number Taking</u>	<u>Number Passing</u>	<u>Percent Passing</u>
PPST Reading	74	53	72
PPST Writing	74	41	55
PPST Math	74	47	64