

## TITLE II SUMMARY, 2005-2006

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

<b>Institution Name: James Madison University</b>					
<b>Academic year: 2005-2006</b>					
<b>Number of program completers: 278</b>					
<b>Type of Assessment</b>	<b>Assessment Code Number</b>	<b># taking</b>	<b># passing</b>	<b>JMU pass rate</b>	<b>VA Statewide pass rate</b>
<b>Basic Skills</b>					
PPST READING	710	191	189	99%	99%
PPST WRITING	720	188	186	99%	99%
PPST MATHEMATICS	730	189	188	99%	99%
COMPUTERIZED PPST READING	5710	58	58	100%	100%
COMPUTERIZED PPST WRITING	5720	61	60	98%	99%
COMPUTERIZED PPST MATHEMATICS	5730	59	58	98%	99%
<b>Academic Content Areas (math, English, biology etc.)</b>					
ELEMENTARY ED CONTENT KNOWLEDGE	014	120	120	100%	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	24	24	100%	99%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	5			100%
MATHEMATICS: CONTENT KNOWLEDGE	061	11	11	100%	95%
MIDDLE SCHOOL MATHEMATICS	069	7			91%
SOCIAL STUDIES CONTENT KNOWLEDGE	081	20	20	100%	97%
MIDDLE SCHOOL SOCIAL STUDIES	089	6			95%
BUSINESS EDUCATION	100	0			100%
MUSIC CONTENT KNOWLEDGE	113	26	26	100%	96%
ART CONTENT KNOWLEDGE	133	12	12	100%	97%
FRENCH CONTENT KNOWLEDGE	173	0			90%
SPANISH CONTENT KNOWLEDGE	191				97%
BIOLOGY CONTENT KNOWLEDGE	235	1			98%
CHEMISTRY CONTENT KNOWLEDGE	245	1			100%
MIDDLE SCHOOL SCIENCE	439	8			97%
EARTH SCIENCE CONTENT KNOWLEDGE	571	2			100%
<b>Other Content Areas (elementary education, career/technical education, health education, etc.)</b>					
TECHNOLOGY EDUCATION	050	0			100%
MARKETING EDUCATION	560	2			
HEALTH AND PE: CK	856	13	13	100%	100%
<b>Summary Totals</b>					
<i>Aggregate: Basic Skills*</i>		249	246	99%	99%
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>		230	230	100%	99%
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>		15	15	100%	100%
<i>Summary of Individual Assessments**</i>		278	275	99%	98%

\*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).

\*\*Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).

## SUPPLEMENTAL DATA REPORT, 2005-2006

NAME OF INSTITUTION	James Madison University
RESPONDENT NAME	Dr. Joy Moody
RESPONDENT TITLE	Director, Education Support Center
ADDRESS	MSC 6915, 7230 Memorial Hall
TELEPHONE NUMBER	540.568.6274
FAX NUMBER	540.568.3342
ELECTRONIC MAIL ADDRESS	moodyjj@jmu.edu

- 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 pass 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](http://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 7260 Memorial Hall for preparing for Praxis tests.

**5. List requirements for structured and integrated field experiences to include student teaching requirements. Include a description of participation in diverse educational environments 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. Seventy-two 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. Seventy-one percent of candidates who were placed for one student teaching experience were in a school with medium to high diversity. Twelve percent of student teaching placements and twenty-three percent 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 partnerships and collaborations 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 ¼ 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 receive 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.

**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. Eighty-seven percent of full-time faculty hold earned doctorate degrees and thirteen percent have graduate degrees. Twenty-four percent of adjunct/part-time faculty hold earned doctorate degrees and sixty-seven percent have graduate degrees.

**9. Please provide the following information for the 2005-2006 academic year:**

2005-2006 ACADEMIC YEAR								
(Column 1) Total Number of Program Completers	(Column 2) GENDER  Of the total number in Column (1), please indicate the number of program completers by gender:		(Column 3) RACE  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
<b>278</b>	<b>234</b>	<b>44</b>	<b>0</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>263</b>	<b>3</b>

**10. Please indicate the number of candidates enrolled in a program, the number of program completers, and the number of candidates exiting a program by endorsement area for the 2005-2006 academic year.**

Teacher Preparation Endorsement Programs	Number of Candidates enrolled in a program	*Number of candidates <u>completing</u> a program	**Number of candidates <u>exiting</u> a program
Elementary/Primary preK-3	262	119	4
Middle Education 6-8	70	13	
Art preK-12	42	13	3
English	73	24	
Foreign language preK-12: Spanish	17		1
Health and physical education preK-12	49	13	
History and social science	91	21	
Mathematics	38	11	
Mathematics – algebra I (add-on endorsement)		4	4
Music education-instrumental preK-12	52	21	
Music education-vocal/choral preK-12	21	5	
Science-biology	13	1	
Science-chemistry	5	1	
Science-earth science	5	2	
Special education: early childhood (birth – age 5)	14	3	
Special education: hearing impairments preK-12			
Special education: emotional disturbance K-12	114	29	
Special education: learning disabilities K-12	115	30	
Special education: mental retardation K-12	115	30	
Career and technical education: business education	4	1	
Career and technical education: marketing education	2	1	

\*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 2005-2006 academic year in the following programs:**

Area Completed Program	Number of Program Completers
<b>Administration and Supervision</b>	<b>9</b>
<b>Reading Specialist</b>	<b>13</b>
<b>School Counselor</b>	<b>3</b>
<b>School Psychology</b>	<b>4</b>
<b>School Social Worker</b>	<b>0</b>

**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.**

Praxis I waived by SAT	28
Praxis I waived by ACT	1
Praxis I passed using composite	64

Scores reported for tests combined to create passing composite score:

READ	60.7% pass rate on 1 <sup>st</sup> admin	16 2 <sup>nd</sup> or 3 <sup>rd</sup> attempts
WRIT	39.3% pass rate on first admin	22 2 <sup>nd</sup> or 3 <sup>rd</sup> attempts
MATH	65.5% pass rate on first admin	20 2 <sup>nd</sup> or 3 <sup>rd</sup> attempts