

2017 EPP Annual Report

CAEP ID:	10527	AACTE SID:	1975
Institution:	James Madison University		
Unit:	College of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 466

**2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

Addition of Adapted Curriculum licensure in K-12 Special Education MAT program.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Praxis Core, Praxis Subject Assessments, VCLA, RVE, SLLA, Alumni Surveys, Employer Surveys:
<http://www.jmu.edu/coe/assessment/>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	Candidates enrolled in the unit represent limited cultural diversity.	(ITP)	(ADV)
2.	The composition of faculty represent limited cultural diversity.	(ITP)	(ADV)

CANDIDATES

- We have begun working with JMH, the organization that locates applicants for and markets our online certificate programs, to develop a recruiting methodology to achieve a racial and ethnic student composition that reflects the racial and ethnic composition of Virginia's K-12 student population.
 - A second cohort began the Spanish Language and Culture M.Ed. in 2016. The current group of 6 individuals includes 2 Hispanic students.
 - A team of CoE faculty members has begun putting together a recruitment and retention (R&R) plan to address the issue of limited cultural diversity in the student body. Issues being researched in preparation for the development of this plan include:
 - Is there a difference in the race of students who repeat Math 107 (a required mathematics course for several of our initial licensure programs) vs. those who pass the first time?
 - Is there a difference (race/gender) in which students take more than one cycle in order to be accepted?
 - What is the racial and gender composition of those who apply to JMU for teacher ed?
 - What is the gender/race composition of the group of students that was accepted and didn't complete?
 - What do alums tell us were barriers to completing their programs?
 - Do those who take Praxis Core and/or VCLA multiple times differ from those who pass the first time?
 - What diversity data do we have about transfer students?
- The R&R plan puts forth the following goal: By 2025, candidates in the College of Education and the Teacher Education Unit will reflect the diversity of Virginia P-12 students.
 The objectives related to this goal address recruitment and retention (increasing diversity by .5% each year), monitoring and enhancing the climate, and improving data collection, analysis and use to inform us about our processes and practices.
- Efforts continue to recruit diverse student/candidate population include faculty members serving as ambassadors (Professors in Residence) in diverse communities to inspire potential teachers among under-represented populations.
 - A goal of formal articulation agreements with community colleges through the region is to diversify the population of students who arrive at JMU seeking, among other programs, teacher licensure. We have enhanced our advising and support of transfer students, many of whom are first-generation college students and have limited socioeconomic resources.
 - Delivery of advanced programs to remote sites across the Commonwealth has been undertaken in an attempt to recruit culturally diverse candidates.
 - Recruitment of middle- and high-school students through Valley Scholars and Teachers for Tomorrow potentially increases the diversity of upcoming cohorts of teacher education candidates at JMU.
 - Madison Achievement Scholarships provide options for first-generation and other underserved potential students for whom full-time attendance at JMU is inaccessible.

FACULTY

- JMU's Talent Development has instituted enhanced recruitment practices that are intended to diversify the pool of interviewees. Specifically, training materials for instructional faculty search committees were initiated in 2016 and further guidance will follow for AP faculty and staff searches. This information addresses campus climate, screening practices that may inadvertently be creating a barrier to recruitment of diverse candidates, and developing employment offers which may lead to enhanced faculty diversity.
- The R&R plan has a goal that addresses faculty and staff diversity: By 2025, faculty and staff in the College of Education and the Teacher Education Unit will reflect the diversity of Virginia P-12 students. Objectives related to this goal are:

- Increase diverse representation among faculty, staff and administrators
- Monitor and enhance the climate for inclusiveness for all segments of the college and unit community.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

During the 15-16 academic year, the college developed and/or expanded collaborative, clinical practice partnerships including school and community clinical experiences, selection, retention and support of clinical educators and professional development opportunities. These endeavors involved EPP faculty, staff, candidates, and PK-12 and community partners. Throughout 35 divisions/agencies in Virginia, 371 initial teacher licensure candidates completed 728 student-teaching placements, while an additional 1129 practicum placements were completed.

The MidValley Consortium, a multi-district/IHE partnership, continued with its work developing a cadre of trained clinical faculty who are strong mentors for student teaching. In summer 2015, a grant funded by the Virginia Department of Education for the MidValley Mentor Project was obtained to create and implement a curriculum for clinical faculty to further expand mentorship skills to work with beginning teachers. There were 60 participants in the summer pilot workshop and the workshop was offered again in spring 2016 with training provided to an additional 46 mentors. The consortium piloted a new Assessment of Student Teaching: Profile of Student Teaching Performance in fall 2015 with clinical faculty. Results from a usability assessment were reviewed and final edits were made to the new assessment in spring 2016. New reference guides were developed in spring and summer 2016 by IHE faculty and PK-12 clinical faculty for all licensure areas to be used in conjunction with the new assessment. Additionally, a new formal observation form was developed in summer 2016 for pilot in fall 2016. Implementation of the new assessment with reference guides will occur in 2016-17. In 2015-16, 40 new clinical faculty were trained and 163 active clinical faculty attended a refresher workshop on Assessing Your Student Teacher.

Our formalized partnership with Augusta County Schools continued to be supported by a faculty liaison and a teacher-in-residence. During 15-16, 309 JMU teacher candidates were placed for one or more field experiences in Augusta County Schools. The steering committee, comprised of representatives from both institutions, met bi-monthly to review the status of partnership programs and discuss mutual interests. As a result of these meetings, several new clinical experiences were initiated and/or expanded including after-school mentoring and academic support for middle school students, candidate placement to support for elementary ESL needs, and focused field experiences to provide intensive reading support. In addition, a new cohort of the READ M.Ed. outreach program commenced in Augusta County/Waynesboro in January 2016.

The Young Children's Program (YCP) partnered with Harrisonburg City Schools to offer a full school-day class to serve tuition-based and Virginia Preschool Initiative-eligible (VPI) children from HCPS.

The department of Early, Elementary, and Reading Education and Harrisonburg City Public Schools worked throughout the AY 2015-16 to design and implement a set of high-impact immersive experiences that provide for more significant and robust preparation of elementary school candidates. Beginning in the junior year, the program includes a series of scaffolded, complementary experiences that better bridge candidates' preparation at JMU with the real-world experience only authentic field-based placements can provide. Through this partnership, four faculty members teaching a single section of junior level ELED candidates implemented a pilot project to provide a 5-week High Impact Immersion Experience (HIIE). Twenty Cooperating Teachers from the 5 HCPS elementary schools hosted candidates in their classrooms for this 5-day/week immersion experience during which candidates conducted lessons, lead workshops, assisted teachers, and understand the complex work of teachers over an extended period of time. As a result of this experience, HIIE pilot was extended into the senior year and was the impetus for a pilot residency project involving 4 of our ELED graduate students who will complete their fifth year as residents working with teacher-coaches in 2016-17. While these programs are being piloted in Harrisonburg City Public Schools, the ELED faculty are monitoring and assessing its success that such a model could be implemented in other Shenandoah Valley school divisions.

Individual faculty formed many additional partnerships including collaboration with Greene County Schools to provide graduate students the opportunity to conduct teacher inquiry projects based on topics of interest identified by the elementary principals; continuation of the JIVE program—an ongoing partnership between JMU and Rockingham County Schools to provide transitional support to young adults aging out of special education, school-based services, after school academic tutoring of middle school students and small group and individual literacy instruction as part of education courses held on school grounds.

The Educational Leadership program continued to expand, serving forty school divisions representing widely diverse geographic, economic, and demographic spectrums of the Commonwealth. The program has now grown to 250 graduate students in 21 cohorts and is unique in its design and delivery. Students meet at a distance with faculty traveling to the school districts where students work. Programming is offered through video conferencing, in weekly blocks and on weekends. Innovative programming and delivery allows students to participate in regional cohorts and reduces JMU's carbon footprint.

The Career Development Academy (CDA) served over 239 adult, immigrants and refugees, providing leveled English classes, career readiness guidance, and cultural immersion experiences, and valuable practicum experiences for teacher licensure candidates. Just over half (51%) advanced in English- educational functioning level. Throughout the year, several practicum classes utilized CDA as a clinical setting: MSSE 571 (22 students x 80 hours +1760 hours); EXED 490 (10-12 students x 30 hours = 300-360 hours); EDUC 381 (8 students x 30 hours = 240 hours).

The 2015-16 (17th annual) SOL-focused Content/Teaching Academy (C/TA) provided on-going professional development to 478

teachers, by offering 15, week-long academies. Drs. Estes and Ingram co-directed the fifth annual Brainstorm conference held at JMU (primarily) for teachers in the Shenandoah Valley to enhance technology expertise.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.