I. Overview and Conceptual Framework

I.1 Historical Context and Unique Characteristics
West Virginia University at Parkersburg is a community and technical college offering a blend of certificate and associate programs as well as select bachelor's degrees. Approximately 4,300 students attend WVU Parkersburg which is an affiliated institution with West Virginia University. WVU Parkersburg is the largest community college in West Virginia. It is one of 27 public institutions in the United States classified as a Baccalaureate/Associate's College by the Carnegie Foundation for the Advancement of Teaching. It is the fourth largest public institution of higher education in West Virginia. The Parkersburg campus is the only public community college in West Virginia accredited to offer baccalaureate degrees. It is a commuter campus and has no residential housing. WVU Parkersburg is accredited by The Higher Learning Commission and a member of the North Central Association.

The College was founded in 1961 as the Parkersburg Branch of West Virginia University. On July 1, 1971, it became Parkersburg Community College, one of the state’s first comprehensive community colleges. In a reorganization of West Virginia’s public higher education system in 1989, the institution became West Virginia University at Parkersburg, a regional campus of WVU. In 2008 the WV Legislature changed WVU Parkersburg's governance structure and relationship to WVU in creating a state network of community and technical colleges.

The WV Higher Education Policy Commission is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state's higher education institutions. The Commission is charged with oversight of the state's public higher education institutions, including WVU Parkersburg, to ensure they are accomplishing their missions and implementing the provisions set by West Virginia statute. WVU Parkersburg is under the jurisdiction of the West Virginia Council for Community and Technical College Education, and is part of a statewide network of independently accredited community and technical colleges. WVU Parkersburg is governed locally by the WVU Parkersburg Board of Governors.

The institution's primary service area consists of seven counties in west-central West Virginia: Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt, and Wood. The main campus on Route 47 east of Parkersburg was first occupied in 1969 and has undergone several building expansions since
that time. In addition, the Jackson County Center in Ripley was established in 1974. Although more than 700 students attend JCC each semester, the only professional education courses offered at JCC are EDU 100 and EDU 200.

### I.2 Mission
The West Virginia University at Parkersburg Board of Governors approved a revised institutional mission statement at its December 9, 2009 meeting. West Virginia University at Parkersburg provides accessible, life-changing educational opportunities in a safe and supportive environment.

Opportunities include:

- Career Pathways from Certificate to Baccalaureate
- Global Studies
- Workplace Experience
- Civic Engagement
- Leadership Studies

### I.3 Professional Education Unit
The professional education unit is housed within the Education and Humanities Division at WVU Parkersburg. There is one Bachelor of Arts in Elementary Education offered. Additional endorsements to this degree include Middle School Social Studies 5-9, Middle School Science 5-9, Middle School English 5-9, General Math through Algebra 1, Early Education Pre-K-K, and a Mathematics Specialist K-4. The general education courses and strategies courses are taught within the content disciplines.

Significant changes since the last visit include the following:

- Added Pre-K-K endorsement
- Added Mathematics Specialist K-4 endorsement
- Added a new faculty position for the Early Education component
- Hired a new Division Chairperson
- Hired a new Coordinator of Field Experience to replace the former coordinator, who became the Division Chairperson
- Added new schools to the Partnerships Project, the Professional Development Schools component
· Reviewed the conceptual framework and performance assessment system associated with the program

· Established the Center for Teaching Excellence

· Implemented LiveText database collection system

· Alignment of program to West Virginia Professional Teaching Standards (WVPTS) and The International Society for Technology in Education (ISTE) Standards

· Teacher Work Sample was instituted

· Written retention policy was added to the Teacher Education Handbook

· Added a new administrative assistant position so that the Certification Analyst may focus on certification

The unit has had a busy and productive interim since the last visit. Many changes have occurred, all of which have been positive and geared to meet the changing needs of the professional community to better prepare our candidates to be Architects of the Future.

### I.4 Basic Tenets

**Architects of the Future**

The conceptual framework for the professional education unit at West Virginia University at Parkersburg defines the knowledge, skills, and dispositions which unit faculty consider essential for effective teaching of all children. The six abilities or outcomes which comprise the conceptual framework are planning, teaching skills, interpersonal skills, decision-making skills, professional commitment, and diversity. These six pillars support the overarching concept Architects of the Future.

The framework is communicated to candidates through the Teacher Education Handbook, the Student Teacher Handbook, the Education Division Website, and course syllabi. It provides the basis for performance assessment by unit faculty and cooperating teachers from the first professional education course through student teaching. Cooperating teachers learn about the conceptual framework through a Cooperating Teacher Meeting, the Field Experience Cooperating Teacher Handbook and the Cooperating Teacher/Student Teacher Handbook

· Planning

· Teaching Skills

· Interpersonal Skills

· Decision-Making Skills
Education Unit Mission
The mission of the professional education unit at West Virginia University at Parkersburg is to prepare teachers who will meet the varying needs of all public school children within modern society. This goal is in accordance with the general mission statement of the institution in that it strives to recognize and meet the needs of the service area.

In fulfilling this mission, the unit ensures that teacher candidates experience strong liberal arts and subject area training, obtain understanding of human development, develop awareness of professional and ethical responsibilities, develop dispositions required for effective teaching, have various opportunities to observe and take part in practical field experiences throughout the program, and form an awareness of the cultural and diverse forces that affect learning for all students. It is in this manner that the program prepares teachers who will encourage academic and personal growth in their students and themselves.

Unit Philosophy
What teachers do today affects tomorrow. This is the underlying principle that supports the unit’s conceptual framework, Architects of the Future. If teachers are to affect the future, they must be skillful and reflective as they plan, carry out, and evaluate instruction. Tomorrow’s success will depend on social as well as academic skills, and teachers must choose instructional strategies that ensure mastery of both. Interpersonal skills that facilitate interaction with peers, parents, and an increasing array of professionals are critical to a teacher’s success. Teachers who affect the future will be decision makers responding to questions concerning what to teach, how to evaluate, and which technologies to use to facilitate the process. Shaping the future as a teacher will require a strong sense of commitment to the profession, to children, and to one’s own professional growth. Architects of the Future will be those who are able to meet the challenges and celebrate the opportunities of an increasingly diverse society.

Unit Goals – A Shared Vision
The curriculum for the teacher education program at West Virginia University at Parkersburg is a product of the cooperative efforts of faculty, students, and practitioners. These groups have engaged in systematic efforts to develop and enhance a teacher education program consistent with the mission of the College, the requirements of the West Virginia Department of Education, the standards put forth by NCATE and the standards of professional organizations such as ISTE and learned professional societies.

The professional education unit at WVU Parkersburg is dedicated to achieving the following goals which form the program’s conceptual framework:

- To help teacher candidates develop appropriate planning skills;
- To help teacher candidates become effective teachers;
- To assist teacher candidates in the development of interpersonal skills;
- To help teacher candidates become capable decision makers;
To foster in teacher candidates a sense of commitment to their students, their discipline, and their profession; and
To help teacher candidates understand cultural and diverse forces which affect education, learning, and teaching.

There have been no significant changes made to the conceptual framework since the last NCATE visit

II. Unit Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1.1

The Education Unit at West Virginia University at Parkersburg is committed to preparing candidates who exhibit content knowledge, professional dispositions and professional and pedagogical knowledge and skills that will be needed in the 21st century. Assurance of a high quality program is evident in the curriculum, assessment procedures, and continual monitoring of candidate progress and program effectiveness to ensure candidates meet unit, institution, state and professional standards. The multi-subject K-6 degree program, the math specialist K-4 specialization, the early education PreK-K specialization and the four middle school specializations are aligned with national standards, the West Virginia Professional Teaching Standards (WVPTS), the International Society for Technology in Education (ISTE), Praxis II and the WVU at Parkersburg conceptual framework, Architects of the Future.

A crucial source of assessment data comes from program assessments submitted to the WV Department of Education (WVDE). Initially accredited by NCATE in 1998, the Multi-subjects K-6 degree program received continuing accreditation by NCATE in 2004 and the General Math through Algebra I specialization was approved by the National Council for Teachers of Mathematics (NCTM) that same year.

The state required all programs to be refiled with them in May 2011. WVUP received official notification of program approval from the WVDE in December 2011 (See Exhibit 1.3.1).

Public institutions of higher education in West Virginia can elect to submit certification programs for SPA review or to the state department of education using the Curriculum Analysis Reports (CARS) template. The Early Education, Elementary Education K-6, and English CARS were approved in spring 2012. WVU at Parkersburg was given permission to offer the Elementary Math Specialist K-4 program as an experimental program in 2007. The Multi-subjects K-6 certification is the only stand alone program WVU at Parkersburg offers.

Multiple forms of evaluation in the Assessment and Retention System ensure that candidates possess the content, pedagogical, and professional knowledge necessary for effective learning for all students. Each juncture point in the assessment system is comprised of performance evaluations, grade requirements, and mastery of content and professional knowledge. Requirements at each juncture point and data are reported in Standard 2.
Content Knowledge for Teacher Candidates

As a part of the conceptual framework, *Architects of the Future*, the unit conveys that multi-subjects teachers should be well versed in a large array of content and subjects. The general curriculum for teacher candidates is designed to provide candidates with a rich background. To ensure all students can learn, candidates are offered a broad understanding of cultural and ethnic knowledge and learning differences essential for teachers working in diverse classrooms. Additional courses for candidates choosing to add a middle school endorsement ensure that candidates are well versed in their own area of specialization.

By endorsing the college’s general studies program, the unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences thereby permitting development of theoretical and practical knowledge with a global perspective and demonstrating competencies in communication, higher order thinking skills, scientific inquiry, historical and diverse perspectives, and development of an aesthetic awareness.

All courses required for completion of the program are published for teacher candidates in the WVU Parkersburg College Catalog and the Teacher Education Handbook. The WVPTS Matrix shows the relationship between the conceptual framework and the WVPT standards. The WVPTS standards and the pillars of the conceptual framework are aligned to each course syllabus along with the ISTE standards.

Candidate mastery of content knowledge is determined by performance in content area courses, required minimum grade point averages, and performance on the Praxis I and II examinations. For all courses in the content areas, candidates are required to earn a grade of "C" or better including all coursework in specializations. This requirement assures that candidates are performing at least on an "average" level in all subject areas they may be required to teach in the future.

Candidates must maintain a 2.75 GPA in overall course work, teaching field courses, and professional education courses to be admitted to the program. Once admitted, candidates must maintain the 2.75 GPA in these areas to be retained in the program. (See Exhibit 1.3.d 1) As indicated in Standard 2 and in Assessment 2 of the Curriculum Analysis Reports (See Exhibit 1.3.d 1), education candidates’ strong performance in content coursework is evident.

Candidates demonstrate successful passage of the Pre-Professional Skills Test (PPST) in reading, writing, and mathematics as a requirement for admission to program and as an external data source and screening tool for mastery of basic skills as documented in the 2010 Title II report (See Exhibit 1.3.b for 2007-2009).

Another external data source is provided by the successful completion of the Praxis II content area exams is required for state licensure in West Virginia and for admission to student teaching at WVU Parkersburg. Because all teacher candidates must pass the Praxis II tests before student teaching at WVU Parkersburg, the West Virginia Department of Education recognizes a 100% pass rate for program completers in the unit. However, to monitor candidate performance, the unit tracks test-taker data as indicated in Standard 2 and in Assessment 1 of the Curriculum Analysis Reports (See Exhibit 1.3.a).
In spring 2011, The Professional Education Performance Assessment Addendum, was implemented as a final external data source. The addendum assesses the professional standards that govern each of the content areas and is administered during the student teaching semester. The assessment tool and data can be found in Assessment 6 of the Curriculum Analysis Reports. This data indicates that candidates are demonstrating competence in the national standards in each content area (See Exhibit 1.3.d 3).

**Pedagogical Content Knowledge for Teacher Candidates**

Instructional strategies courses are completed once candidates are admitted to the program. Instructional strategies courses are taught by faculty with expertise in the content field. For example, Science 301 – Instructional Strategies in Science is housed in the Science and Technology Division and is taught by a science faculty member. Of the 128 hours of required course work in the elementary program, 29 hours are professional education, with 10 of these hours being student teaching. The remaining 99 hours of course work occurs in classes taught by experts in the specific content areas.

Candidates’ pedagogical skills are assessed using multiple evaluations throughout the program. As part of the field experience component, candidates are expected to reflect upon their own teaching performance and use of strategies to ensure that all students learn. While completing field experiences, candidates demonstrate proficiencies in the pillars of Architects of the Future and pedagogical skills associated with each. Summative assessment of these skills occurs through the Professional Education Performance Assessment (PEPA) during the student teaching semester. Assessment 4 of the Curriculum Analysis Reports (See Exhibit 1.3.d 5) documents data that show evidence of candidates’ pedagogical knowledge.

The Teacher Work Sample data demonstrates completers’ ability to use a variety of instructional activities including technology, assignments and assessments to teach so that all students can learn. Assessments 3 and 5 of the Curriculum Analysis Reports documents data that show evidence of candidates’ pedagogical knowledge (See Exhibit 1.3.d 6).

An internal summative assessment of pedagogical content knowledge is grade point average. Candidates must maintain a 2.75 overall GPA, professional education GPA, and teaching field GPA. Candidates who add a middle school endorsement to the elementary certification must also maintain a 2.75 GPA in their particular field of study.

The unit requires that all candidates successfully complete Computer Science 108 – Educational Technology before applying for admission to program. A course grade of "C" or better must be earned in this class. Computer Science 108 is designed to meet ISTE Standards and to provide candidates with the skills necessary to use technology appropriately in the classroom. There are technology objectives in each professional education course and use of technology is required for successful completion. The use of technology must also be demonstrated during the student teaching semester and is evaluated on the PEPA and on the Teacher Work Sample.

An electronic portfolio for Admission to Program and Admission to Student Teaching must be completed by each candidate. The portfolio is evaluated on demonstration of growth in the pillars of the conceptual framework and on the candidate’s use of the technology itself. These
standards are outlined in the Admission to Program Portfolio Rubric and Admission to Student Teaching Portfolio Rubric. **Tables 7A and 7B in Exhibit 1.3.d** show that all completers demonstrated competency using technology to create his or her Admission to Program portfolio and Admission to Student Teaching portfolio. All candidates achieved a satisfactory or higher on all criteria.

**Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

In professional education and instructional strategies courses and related field experiences, teacher candidates practice developing and implementing meaningful learning experiences that meet the needs of all students. During the student teaching semester, the professional and pedagogical knowledge and skills are assessed through the use of the Professional Education Performance Assessment (PEPA) [See Exhibit 1.3.d 5]. This performance assessment includes 27 competencies assessing all pillars of the conceptual framework and the WVTP standards. Mean scores were all between Satisfactory and Above Average for all indicators. The greatest strengths were in the areas of creating a positive learning environment, questioning and professional commitment. These areas reflect well on the program’s efforts to promote effective discipline and classroom management, encourage active and engaged learning, and impart professionalism. Areas that were satisfactory but might need improvement were in teacher behaviors in planning, theories in planning, assessment, continuing education planning and knowledge of school strategic plan. Data from the Teacher Work Sample (TWS) [See Exhibit 1.3.d 6] demonstrate that teacher candidates can develop meaningful learning experiences considering the contextual factors and can adjust instruction to facilitate learning for all students.

The Principles of Teaching and Learning (PLT) exam is an external evaluation of candidate mastery of pedagogical knowledge and skills. Passing scores are required for licensure in West Virginia and are required for admission to student teaching at WVU Parkersburg. Because all teacher candidates must pass the PLT before student teaching, the WVDE recognizes a 100% pass rate for program completers in the unit. The Title II Report shows this data.

All field experiences require reflective journaling. Candidates consider the effectiveness of lessons and the context and background of students when planning for instruction. Faculty gain insight into candidates’ understanding of students’ learning and an understanding of how individual learning needs are met. Field experiences in Education 330, Education 401, and student teaching are in a variety of socioeconomic schools and require candidates to reflect on their practice through the lens of the conceptual framework and make necessary adjustments to enhance student learning taking into consideration of the context of community in planning, modifying, and adjusting instruction.

Program evaluations completed at the end of the student teaching semester and follow-up surveys completed by graduates and employers are considered as evidence of candidates’ strong professional and pedagogical knowledge and skills. Results from completer surveys completed before graduation indicated that the majority of graduates were sufficiently or thoroughly prepared in every area. The following indicators were rated very highly: behavior management, developing a sense of professional commitment and self-assessment of teaching effectiveness (See Exhibit 1.3.i 1). The graduate follow-up survey administered to alumni annually indicated that graduates perceived themselves to be well prepared in all areas particularly in the area of
planning skills. Although still rated highly, the area of technology and 21st century skills was not rated as high as the other areas (See Exhibit 1.3.i 2). Employers rated graduates very high in the areas teaching, affect on learning with the highest level in the area of diversity (Exhibit 1.3.j).

**Student Learning for Teacher Candidates**

Through required course work and field experiences, candidates learn to accurately assess and analyze student learning. These courses and experiences include the foundations of evaluation and methods for measuring pupil progress and planning for remediation after monitoring student progress. Students in Education 401 Elementary and Middle School Curriculum and Instruction, Education 330 Classroom Management and student teaching require candidates to reflect on the effectiveness of planned and implemented lessons and complete self-evaluations commenting on the effect of their teaching on classroom students.

Beginning in Fall 2010, candidates in Education 410 – Student Teacher Seminar complete a Teacher Work Sample (TWS). This assignment requires that candidates to document the effect their teaching has had on the achievement of their students during student teaching. Candidates demonstrated their ability to review the context of the school, family and community and plan, instruct and assess a standards-based unit. The candidates’ impact on student learning was demonstrated.(See CAR, Assessments 3 and 5). Candidates that do not achieve “Acceptable” on every indicator must repeat the TWS in their second placement. Analysis of work sample evaluations and student teaching performance evaluations demonstrate solid performance on standards related to the ability to plan instruction, to teach, to impact student learning and to demonstrate professional dispositions including the belief all students can learn.

The Professional Development Schools Survey Data support the TWS findings and indicates that teachers and principals in our partnership schools perceive our candidates have a positive effect on student learning in their classrooms (Exhibit 1.3.g).

**Dispositions for All Candidates**

In addition to academic standards required for admission and retention in teacher education, candidates must meet Technical Standards. Technical Standards as distinguished from academic standards refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the elementary education program and the development of professional dispositions required of all candidates at graduation. Dispositions are interwoven throughout the technical standards and are integral parts of each pillar of the conceptual framework. Technical standards are introduced to teacher candidates in Education 100 – Foundations of Education and are found in the College Catalog and the Teacher Education Handbook. The unit has developed a formal ceremony for candidates when they are admitted to the program where they are asked to sign a formal Commitment to Professional Education which outlines the technical standards that are associated with the unit and the conceptual framework. Technical Standards and the conceptual framework are assessed throughout the program through the use of the Admission to Teacher Education rubric completed by education faculty in EDUC 100 Introduction to Education, EDUC 200 Introduction to Exceptional Children, EDU 300 Theories of Learning and the Admission to Student Teaching rubric completed by education faculty in EDUC 320 Educational Assessment, EDUC 330 Classroom Management and EDU
401 Early and Middle Childhood Curriculum. Data from these assessments are included in Exhibit 1.3.f and Exhibit 1.3.f. Public school teachers evaluate professional dispositions and a commitment to the belief that all students can learn through the completion of field experience rubrics. Exhibit 1.3.f show the data collected and reviewed in EDUC 300 Theories of Learning, a course taken immediately preceding admission to program and data collected in EDUC 330 Classroom Management and EDUC 401 Early and Middle Childhood Curriculum. These two courses are taken immediately preceding admission to student teaching.

Candidates are required to complete 100 hours of service learning during the teacher education program. The design of the Architects of the Future conceptual framework encourages candidates to develop civic responsibility, to promote social justice, and to develop realistic applications of disciplinary skills that are stressed by the unit. A component of Admission to Program and Admission to Student Teaching requires that candidates present artifacts from the service learning project and reflect upon the impact of the project on their own personal and professional growth. Data from Admission to Program portfolios and Admission to Student Teaching portfolios (Exhibit 1.3.e) show this data.

Multiple forms of summative and formative evaluations throughout the program give candidates the opportunity to recognize when their own dispositions may need to be adjusted. Through the due process associated with the unit’s Technical Standards, faculty and cooperating teachers assist candidates in developing plans to make necessary changes. Candidates are required to reflect upon their own practices and dispositions and complete self-evaluations reflecting on their own growth in all areas of the conceptual framework. This practice assists candidates with self-recognition of growth and development as professionals (Exhibits 1.3.e and f).

Finally, dispositions are assessed using the student teaching evaluation instrument, the PEPA.

1.2.b Continuous Improvement

West Virginia University at Parkersburg’s education program has experienced many changes as a result of data analysis and research. In addition to changes in the leadership and faculty, all programs were required to be re-filed with the WV State Department of Education and Curriculum Analysis Reports (CARS) were submitted for approval.

As part of the re-filing process, the new West Virginia Professional Teaching Standards were aligned with the conceptual framework, Architects of the Future, course syllabi and unit assessments. The International Society for Technology in Education (ISTE) were also aligned with course syllabi during the re-filing process.

During the re-filing process, it became evident that the Professional Education Performance Assessment (PEPA) needed additional indicators or changes made to current indicators to align fully with the WVPT standards specifically the standard that dealt with Professional Responsibilities for School and Community. It also became apparent that an Addendum to the Professional Education Performance Assessment needed to be added to address the content standards in each content area. These addendums were first used in Spring 2011.
A Teacher Work Sample (TWS) assignment was developed and implemented during the fall of 2010. This summative assessment tool has proven to be invaluable in collecting data that helps to show that teacher candidates are affecting student learning. Upon data analysis, the unit realized that candidates needed to achieve an acceptable level on all indicators to successfully complete the TWS. During the fall of 2011, candidates that do not achieve an acceptable level will repeat the TWS in their second student teaching placement.

Data that was reviewed during the writing of the curriculum analysis reports led the unit to meet with instructional strategy faculty to discuss the findings. A common lesson plan format was developed to help provide consistency to candidates and so that formative data could be collected in the future. Summary reports from all of the CARS were shared with the faculty and suggestions were made for ways to strengthen each content area. The TWS was shared with instructors and they were encouraged to implement portions of the TWS in their courses to prepare candidates for the TWS during student teaching.

During the spring of 2008, a written retention policy was added to the Teacher Education Handbook to instruct candidates on procedures to follow if they fail to meet retention standards. The policy is clearly stated so that expectations are made clear to all candidates.

To strengthen pedagogical and professional knowledge and dispositions of candidates, the Curriculum Expo began in 2008. The Partnerships Project organized the Curriculum Expo to provide professional development opportunities for public school teachers in partnership schools and for WVU at Parkersburg teacher candidates. Participants are given opportunities to attend workshops addressing 21st century skills, diversity and best practices in instruction. EDUC 401 Elementary and Middle School Curriculum added an action research component to the course to strengthen candidates’ ability to apply self-directed learning through reflection and problem solving. Beginning in the fall of 2011, candidates share their action research projects at the Curriculum Expo reflecting professional dispositions expected of professional educators.

In an effort to strengthen candidates’ belief that all students can learn, EDUC 330 Classroom Management added a field experience component in fall 2010 that requires all candidates to complete field experience hours at Pressley Ridge School that serves students with serious emotional disturbances and often has a history of failed placement from other residential treatment programs. Candidates must plan and teach a lesson at that facility and address the needs of the learners in their classroom.

To sustain and enhance performance of candidates through continuous improvement as articulated in Standard 1, the unit began requiring all teacher candidates to purchase a subscription to Livetext in Fall 2008. Since that time, data has been systematically collected for education courses and for key assessments such as the Teacher Work Sample, Admission to Teacher Education and Student Teaching assessments and portfolios. The unit and the Teacher Review Panel will continue to review this data as well as other key assessment to make decisions and changes based on data. The unit will continue to meet with instructional strategy instructors to share their findings and to collaborate with them to improve the effectiveness of teacher education candidates at West Virginia University at Parkersburg.
The unit held a retreat in January 2012 to address all assessments and data points. In Spring 2012, the Unit will hold its first formal Assessment Meeting in which all unit faculty gather to review data for key assessments. Faculty will complete a thorough review of data and make recommendations for program improvement based on the results. Assessment meetings will be held three times a year: during Fall Faculty Development Week- *Fall Assessment Meeting*, Spring Faculty Development Week- *Winter Assessment Meeting*, and after Teacher Review Panel Meeting- *Spring Assessment Meeting*. Agendas and an assessment reporting form for these meeting can be found in Exhibit 2.3.d. These meetings will be an integral part of the assessment cycle. Recommendations will be presented to the Education Preparation Personnel Advisory Committee (EPPAC) in the fall and in the spring for input and approval if necessary.

Recommended changes will be piloted for one academic year.

**Standard 2: Assessment System and Unit Evaluation**

2.1

The goal of the unit’s assessment system is to evaluate performance of teacher candidates in the knowledge, skills, and dispositions associated with the conceptual framework, Architects of the Future. Teacher candidates are assessed by the instructor at the end of each professional education course using either the Admission to Teacher Education Rubric (EDUC 100, EDUC 200, EDUC 300) or the Admission to Student Teaching Rubric (EDUC 320, EDUC 330, EDUC 401) depending on their progress through the program. Each rubric is designed around the conceptual framework and focuses on the knowledge, skills, and dispositions identified by the unit. The unit has established a planned, purposeful, and continuing evaluation system to assess and monitor the progress of teacher candidates throughout the elementary education program. The assessment system ties all professional education courses to the pillars of the conceptual framework. Teacher candidates are evaluated by college faculty and public classroom teachers in all professional education courses. The Teacher Education Review Panel considers these evaluations along with Admission Portfolios and other requirements at the admission junctures.

Retention in the program is dependent on meeting the Retention Requirements while promotion through the program requires specific criteria at each juncture. Requirements at each juncture point are shown in the Assessment and Retention System Chart. The Architects of the Future Assessment and Retention System has four juncture points through which teacher candidates must pass to complete the program. Each juncture point is comprised of performance evaluations, grade requirements, and mastery of content. In addition to these requirements, candidates must also meet Technical Standards which reflect the unit's dispositions.

The framework of the assessment system has been functioning since prior to the Unit’s last NCATE review in 2004. However, changes have been made in response to changing requirements at the state and national level, to implement improved technology, and to address areas in need of improvement identified through data collection about the program.

WVU at Parkersburg’s Conceptual Framework, Architects of the Future was previously aligned to the INTASC standards (Interstate Teacher Assessment and Support Consortium) as required by the WV State Department of Education Policy 5100. In 2010, the conceptual framework and
assessments were reviewed to align to new state standards for teacher preparation- the WV Professional Teaching Standards (WVPTS). Additionally the Conceptual Framework is aligned to the professional standards for Elementary Education (ACEI) and each of the endorsements offered at WVU at Parkersburg (English, Math, PreK, Science, Social Studies). In 2011, the program submitted Curriculum Analysis Reports (CARs) (See Exhibit 1.3.a) for all certification programs to the State Department of Education. Writing the CARs required the Unit to examine the alignment of the program to national standards specific to each content area. These changes are also being reviewed externally at the time of the writing of this report with the exception of Early Education and Elementary Education which were reviewed and approved. English Education was reviewed and approved with conditions. Writing the CARs also provided an opportunity to reflect on the effectiveness of the Unit in preparing teachers in each of the program areas based on the data collected. In response to the data, each CAR specified self-identified recommendations for improvement. These recommendations are in process and are included in Exhibit 2.3.h.

Data Collection, Analysis, and Evaluation

Prior to 2008, data was collected solely in the Education Student Database (ESD). The ESD continues to store data parallel to the emerging Livetext database. The ESD system was created, housed and managed locally. The database includes demographic information, admission data (See Exhibit 1.3.d), and PPST/PLT/Praxis II scores (See Exhibit 1.3.d). Field experience placements (Exhibit 3.3.b) are tracked in a separate database. It also houses information on student performance from multiple sources inside and outside of the Unit [Admission to Teacher Education (100, 200, 300), Admission to Student Teaching (320, 330, 401), PEPA] and follow-up surveys of employers and graduates of the program to provide a global picture of student progress from Education 100 into the first years of teaching. Data is transcribed from paper sources into the ESD by the Certification Analyst. Livetext implementation began in 2008 and students are still being brought fully into the system. Digital versions of the program’s assessments were created to collect evidence of student progress. Livetext now holds the following data: Admission to Program, Admission to Student Teaching, Professional Education Performance Assessment (PEPA), Portfolio review, Lesson Plan, Philosophy of Classroom Management, Multicultural Presentation and Teacher Work Sample (TWS). Livetext also holds reflective work by teacher candidates, demographic information and information on field experiences and service learning. Data is entered into Livetext by the evaluator of the candidate, the Livetext Coordinator as pulled from the college’s Student Information System, or the candidate him or herself, depending on the nature of the data.

The Teacher Education Review Panel meets each semester to review candidates who are applying to the next phase in the Program (i.e. Application to Teacher Education or Application to Student Teaching). The Certification Analyst prepares folders for candidates who meet the Minimum Requirements for Admission to Teacher Education or the Minimum Requirements for Admission to Student Teaching. A panel of 3 reviewers evaluates each candidate’s portfolio (see Portfolio Requirements for Admission to a Program in Teacher Education and Portfolio Requirements for Admission to Student Teaching.) Reviewers share scores and the panel makes a determination of Full Admission, Provisional Admission, or Denied Admission based on the complete application of the student. The Admission to Teacher Education (100, 200, 300) data
and Admission to Student Teaching (320, 330, 401) data indicate the rubric scores of candidates for admission at each level. This information is used as a monitoring tool to ensure that the majority of candidates seeking admission to teacher education and admission to student teaching are meeting standards in the pillars of the conceptual framework. In case of concerns, the unit can pull scores for particular students to determine if students are making progress and improving their scores on the rubric as they are promoted through the juncture points. The Unit Chair and Certification Analyst review the files of candidates who have been denied admission. Candidates who are granted provisional admission are instructed to meet with their advisor to ensure full admission to the program upon remediation of whatever criteria was determined to be insufficient for full admission.

The unit tracks data from the Pre-Professional Skills Test (PPST), the Praxis II endorsement area exams (Praxis II Content), the Principles of Learning and Teaching exam (PLT), and the Praxis II exam for Elementary Education which is required for all candidates (Praxis II). Aggregated data from these exams is available in this table of Exhibit 1.3.d.

Information obtained by the evaluation of student teacher performance using the PEPA offers an overall view of candidate performance in the classroom. This PEPA Summary shows trends of scores for all student teachers. Student teachers must score a minimum of Satisfactory on all PEPA indicators to complete student teaching as indicated in the Explanation of PEPA Scoring. PEPA scores are aligned to the Conceptual Framework.

The unit is reviewed by each candidate when they have completed student teaching and are ready to graduate. Information from the Program Review is compiled by the Certification Analyst and reviewed by all unit faculty each semester. Programmatic and instructional concerns that arise are addressed within the unit. The program review form is consistent with the Conceptual Framework. Results from this evaluation are reported in the Completer Survey data.

Assessment of program effectiveness continues once teacher candidates graduate and become teachers. The first level of this data is the Completer Survey, administered days before graduation from the program. Graduate Follow Up forms are sent each spring to graduates for 3 years after their graduation and are used to evaluate the effectiveness of the program in preparing teachers. Aggregated data is summarized in the Graduate Follow Up Data Table. An Employer Follow Up sent to employers listed on responses to the Graduate Follow Up adds another perspective to the data on graduates of the program. Employer Follow Up Data is reported here. The state of West Virginia does not require tracking of candidate performance after entrance into the profession.

Student Concerns are addressed according to the Policy identified in the Assessment Handbook (Exhibit 2.3.a).

Use of Data for Programmatic Improvement

The unit uses the data from the continuous assessment system to review and revise the curriculum and to enhance program offerings. The data is used in conjunction with research about best practices, state policy, and national standards to bring about needed changes in the
program. Changes made in response to data are summarized in the Program Modification Chart (See Exhibit 2.3.h)

The unit held a retreat in January 2012 to address all assessments and data points. In Spring 2012, the Unit will hold its first formal Assessment Meeting in which all unit faculty gather to review data for key assessments. Faculty will complete a thorough review of data and make recommendations for program improvement based on the results. Assessment meetings will be held three times a year: during Fall Faculty Development Week- Fall Assessment Meeting, Spring Faculty Development Week-Winter Assessment Meeting, and after Teacher Review Panel Meeting- Spring Assessment Meeting. Agendas and an assessment reporting form for these meeting can be found in Exhibit 2.3.d. These meetings will be an integral part of the assessment cycle. Recommendations will be presented to the Education Preparation Personnel Advisory Committee (EPPAC) in the fall and in the spring for input and approval if necessary. Recommended changes will be piloted for one academic year.

2.2.a Standard On Which Unit Is Moving Toward Target

The Unit is At Target Level on all aspects of Standard 2: Assessment System and Unit Evaluation.

The Unit is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.

The unit has increased its capacity for data collection and analysis by implementing Livetext, utilizing a Livetext Coordinator, utilizing the Director of Institutional Assessment, and employing a Administrative Assistant to relieve the workload of the Certification Analyst. The introduction of new state standards for teachers provided an additional opportunity for change. The WV Professional Teaching Standards (WV PTS) were aligned to all course objectives and to assessments. Adjustments to courses and assignments were made to ensure all standards were addressed. The process of preparing the Institutional Report and the Curriculum Analysis Reports (CARs) offered an opportunity to identify and refine assessments that evaluate the effectiveness of the program. The CAR preparation process provided incentive for the program to begin implementing Teacher Work Sample (TWS), Uniform Lesson Plans, and to review course grades for each content specialization in addition to the existing assessments, including Praxis results and PEPA. Additionally revisions were made to the PEPA, including the addition of a Content Addendum for each specialization. Furthermore, the Unit made adjustments to the policy on Praxis scores due to the limitations of the data. Since our number of test takers is often small for specializations, disaggregated data is not available through ETS. Candidates are now required to print a copy of their scores for the Unit’s use.

The Unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards.
Writing CARs, the Institutional Report, and re-filing with the WV State Department of Education has offered the Unit the opportunity to review the data critically and make improvements. The Unit has been working to transition from EDS to Livetext since 2008. The transition has been gradual to save students the expense of buying access to the Livetext service when they are nearing the end of their program of study. Although this has saved our students money, this slow transition has limited the utility of the data. Further, faculty has had to learn to use the system and contribute to the tracking of data when previously this was done by the Certification Analyst. Meanwhile, the program has introduced Teacher Work Sample and is examining critically the utility of the Lesson Plan and Admission to Program and Admission to Student Teaching Portfolios to ensure that these assessments meet the needs of the department as well as enhance candidate’s professional preparation. The Teacher Work Sample was piloted in the fall of 2010. To ensure validity and reliability, evaluators met for training and to establish norms. By the fall of 2011, timelines were established for submission and resubmission, cut scores had been established and the number of evaluators had been increased from two to three for each TWS. At the Assessment Retreat, a comprehensive list of program assessments was made collaboratively and assessments were evaluated in terms of their effectiveness. Upon completion of this report, a meeting will be held to further streamline the Unit’s assessment plan and eliminate assessments that are weak. Strong assessments, such as Teacher Work Sample, will be examined to ensure the Unit is maximizing their utility. Although data is regularly discussed at Teacher Review Panel meetings, it was determined that additional time was needed to examine the validity and utility of data and make modifications. An Assessment Meeting is scheduled to be held 3 times each year for this purpose.

*Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs.*

Decisions about candidate performance are based on many assessments beginning in the first Professional Education course and continuing throughout the program. Multiple reviewers contribute to building a clear picture of candidate performance for Admission to Teacher Education through Field Experience Evaluations, Admission to Program 100, 200, and 300 assessments, Advisor assessments, and other indicators including Praxis I, Service Learning, Grades, and Portfolio assessment. This picture builds as students continue through the program. By the time they apply to student teach, the faculty have evaluated them an additional 3 times. They are assessed in each Field Experience. They return passing Praxis II scores, complete additional Service Learning hours, and successfully present a Portfolio reviewed by 3 faculty. Student Teaching requires the PEPA and Teacher Work Sample to be successfully completed. Candidates are assessed even after graduation in the form of the Employer Follow Up survey.

*Data shows a strong relationship of performance assessments to candidate success throughout the programs and later in classrooms or schools.*

The Unit is collecting data from the first course the students take through the program and after graduation. A plan has been created to review the data each semester and make connections between assessments of students in the program and the follow up surveys conducted after students graduate. The Director of Institutional Assessment will create reports each semester summarizing the data collected using the rubrics in Livetext and the surveys. Data will be
analyzed and discussed by the unit at three assessment meetings per year. Results of the data will be used to make programmatic decisions (See Exhibits in 2.3.d).

Although the state does not currently track candidate affect on student learning to teacher preparation programs, the Unit will consider a proposed plan to internally review data on the connection between success on performance assessments in the program to later success at the Spring Assessment Meeting.

*The Unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It also makes changes in its practices consistent with the results of the studies.*

Policies and Procedures related to fairness, accuracy, consistency, and freedom from bias are outlined in the Assessment Handbook.

*The unit’s assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of the programs, extending into the first year of completer’s practice.*

The unit collects data from the first course students are enrolled in through their first year in the field as described above. The Unit maintains NCATE accreditation which requires regular and systematic examination of program quality data on a seven year cycle. This system is changing to shorten the timeframe between steps in the accreditation process which will allow for more regular and practical exploration of data on program quality. Unit operations are assessed using the following means:

Advisor evaluations are completed on a voluntary basis. An anonymous drop box is posted outside the Education and Humanities Division to submit these assessments. Advising assessment results are shared at Division meetings.

Candidates at the end of Student Teaching, just prior to graduation complete a Completer Survey (Exhibit 1.3.I) assessing the program overall. Candidates assess all aspects of the Conceptual Framework.

Faculty are assessed at the end of each course according to the WVU at Parkersburg Answer Book Policy.

Graduates are surveyed about the effectiveness of the program yearly. From those results, an Employer Follow-up Survey is solicited to provide further data on the program’s effectiveness.

The Partnerships Project professional development schools survey allows evaluation of the program by our professional community.

*Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through the program.*
These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations.

The certification specialist and Livetext coordinator systematically compile data for the Teacher Review Panel. This panel meets each semester to review candidate data for Admission to Teacher Education and Admission to Student Teaching. At this meeting, the rubrics and scores are discussed in depth for clarity and to ensure uniform use. Discussions of each candidate’s application allow opportunity for examination of all admission data.

During the spring semester of 2012, the unit and the Director of Institutional Research participated in a retreat where the strengths and weaknesses of the unit assessment system were discussed. This discussion along with systematic analysis of the data will continue three times each year: after the spring semester Teacher Review Panel and during the fall and spring Faculty Development Weeks. The focus of the Teacher Review Panel meetings is candidate performance. The focus of the meeting after the spring Panel meeting and the focus of the meeting during spring Faculty Development Week is program quality and the focus of the meeting during fall Faculty Development Week is unit operations. Representatives report during

<table>
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<th>Assessment</th>
<th>Reviewers</th>
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<td>Praxis I and II</td>
<td>ETS</td>
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<tr>
<td>Admission to Teacher Education Portfolio</td>
<td>Faculty, outside college personnel, adjunct instructors, public school employees (3 reviewers)</td>
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<tr>
<td>Admission to Student Teaching Portfolio</td>
<td>Faculty, outside college personnel, adjunct instructors, public school employees (3 reviewers)</td>
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<tr>
<td>Performance Assessment Admission to Program 100, 200, 300</td>
<td>Faculty, Advisor</td>
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<tr>
<td>Performance Assessment Admission to Student Teacher 320, 330, 401</td>
<td>Faculty, Advisor</td>
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<tr>
<td>Teacher Work Sample</td>
<td>Student Teaching Supervisors (3 reviewers)</td>
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<td>PEPA (Student Teaching)</td>
<td>College Supervisor, Cooperating Teacher</td>
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<td>PEPA Addendum</td>
<td>College Supervisor, Cooperating Teacher</td>
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<tr>
<td>Completer Survey</td>
<td>Candidates in the final day before graduation</td>
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<td>Graduate Follow Up</td>
<td>Graduate</td>
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<td>Employer Follow Up</td>
<td>Employer</td>
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These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations.
those meetings on data pertaining to the focus of each meeting. The expertise of the Director of Institutional Research is invaluable at these meetings.

*The unit has a system for effectively maintaining records of formal candidate complaints and their resolution.*

Although complaints are rare, a folder is maintained in the Education Division office to document complaints and how they were resolved.

*The unit is developing and testing different information technologies to improve its assessment system* as evidenced by the development of the EDS and transition to Livetext. The Director of Institutional Research and the Livetext Coordinator continue to investigate ways to streamline data collection, analysis and reporting process. The unit would like to develop a "data dashboard" that will quickly show all data at a glance. The Director of Institutional Research has developed this tool for the university and it is the unit's hope that it can be developed for the education department.

*The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary.*

Evaluations are fully developed and revisited for revision almost with each semester to ensure the evaluations are effectively informing the program.

*The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences.*

This practice will be implemented with the use of Assessment Meetings. Data will be reviewed and analyzed at the beginning of each semester to ensure that no adverse consequences result from programmatic changes. Changes will only occur after a regular and systematic analysis of the data. Changes to assessments will only occur after at least one year of implementation and administration of the assessment. Changes will be decided upon at the three assessment meetings: during Fall Faculty Development Week- Fall Assessment Meeting, Spring Faculty Development Week-Winter Assessment Meeting, and after Teacher Review Panel Meeting-Spring Assessment Meeting. Agendas and an assessment reporting form for these meetings can be found in *Exhibit 2.3.d.* These meetings will be an integral part of the assessment cycle. Proposed changes will be discussed in EPPAC meetings to solicit input from PK-12 administrators and teachers.

*Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.*

Candidates compile and present to faculty portfolios highlighting their accomplishments in Portfolios at each stage of the Admissions Process. Journals are submitted for each visit to a field experience placement and for each day of student teaching, providing systematic and immediate reflection to become an engrained part of the teaching process. Candidates also reflect on each lesson plan they implement throughout the program. Teacher Work Sample
allows candidates to quantify their impact on student learning and reflect on the planning, teaching, and assessment process. In the case of deficiencies or concerns, Student Teacher Assistance Team meetings and Due Process meetings provide opportunities for candidates to review their performance either based on quantitative data such as the PEPA or qualitative data such as the Due Process form. Candidates must work with unit members to develop a plan for improvement. Follow-up meetings are scheduled to insure that the candidates' performance has improved in identified areas.

Faculty review data on their performance annually through the faculty evaluation process. If deemed necessary, a plan for improvement is written and followed.

The development of CARS and this report have provided formal opportunities for improvement based on data. Additionally, faculty use informal reviews of the data to improve their contributions to the program. For example, a review of Praxis II data provided a springboard for review of the Professional Education courses offered prior to Admission to Program.

The program has made many changes to improve candidate performance including those identified through the writing of the CARs and the NCATE IR. These changes include those identified in the Program Improvement Table (Exhibit 2.3h).

**Standard 3: Field Experiences and Clinical Practice**

**3.1**

West Virginia University at Parkersburg is committed to providing field experiences that reflect its conceptual framework. The WVU Parkersburg Partnerships Project is the centerpiece of the Unit’s field experience program. The Partnerships Project affords a close collaboration between public schools and the Unit to ensure that classroom practice is designed, delivered, and evaluated in a manner that prepares candidates to meet the diverse learning needs of students.

Unit faculty work closely with public school principals and teachers to ensure that teacher candidates are offered quality field experiences in varied settings with diverse student populations. Field experiences associated with Education 100 and Education 200 take place throughout WVU-Parkersburg’s service region. The schools used for these field experiences are professional development schools (PDS). Field experiences associated with Education 300, 330, 401, Reading 302, Reading 401, Math 301, and Science 301 take place in the PDS settings. To provide a more diverse setting, the field experience in Education 300 takes place in the Boys and Girls Club of Parkersburg and St. Marys.

The elementary education program is described as a field-based program. Candidates begin early field experiences in the first professional education course as first–year students. Field experiences associated with courses become increasingly more complex as candidates are admitted to the program and prepared for student teaching. Field experiences are required in all but one professional education course. Field experiences are also associated with instructional strategies courses. Table 3A lists field experiences associated with the elementary education program. Teacher candidates completing one of the four middle school endorsement
specializations (Math, Science, English, and Social Studies) or the Pre-kindergarten specialization must complete all field experiences described in Table 3A and complete field experiences associated with the specific endorsement area described in Table 3B. Candidates completing the elementary program will complete a minimum of 345 hours of field experience before student teaching. Those candidates adding an endorsement will require more hours. Candidates are also required to complete 100 hours of service learning prior to Admission to Student Teaching. After all coursework is completed and candidates have applied and received approval for Admission to Student Teaching, candidates enter the culminating experience of the program. Student teaching involves two eight-week placements and is divided into programmatic and endorsement areas. Table 3C lists student teaching field experiences *(See Exhibit 3.3.b)*.

In offering these field experiences, the Unit works closely with local boards of education and public schools to arrange the field experiences, to monitor candidate progress, to evaluate candidate performance, and to review the requirement and implementation of the field experience. The Unit also works with schools and community agencies to provide service-learning opportunities for candidates. In 2003, the Unit initiated a service-learning requirement for all entering first-year students. Candidates are required to complete 100 hours of service learning before admission to student teaching. Seventy-five of the hours must be completed before the candidate applies for admission to the program. The purpose of the service-learning component of the program is to expose candidates to a larger population in diverse settings *(See Exhibit 3.3.a)*.

Field experience placements are initiated and arranged by the Coordinator of Field Experiences. The board of education and superintendent of each school system are sent a list of the names of candidates for approval (Request for student teachers). The Coordinator then works with individual principals to ensure that candidates are placed in appropriate classrooms to meet both the needs of the candidate and the needs of the classroom. In an effort to include principals as partners in the design and implementation of field experiences, principals are invited to attend a Partnerships Project breakfast each semester where they are given updates concerning the partnership and requests are made for placements. Teachers in schools designated as professional development schools through the Partnerships Project attend professional development activities, conferences, and seminars with unit faculty. They work closely with faculty in the unit and understand the goals and conceptual framework that are the foundation of the program. The professional education faculty works with principals and teachers to understand the unique needs of each PDS school *(Exhibit 3.3.a)*. The Annual PDS Survey data indicates that PDS teachers and participants perceive that candidates affect student achievement in their school *(See Exhibit 3.3.b)*.

The Coordinator maintains a student teacher database that lists each teacher candidate placed, the name of the school, the teacher, principal, and the course associated with the field experience. A similar database is maintained for Education 100 and Education 200. Field experience demographics are also maintained in Livetext. Once placements are finalized, the Coordinator sends a listing of candidates and their placements to each principal. Candidates in Education 100 and Education 200 are given Field Experience Cards that must be signed by the principal of the school once contact is made. This card is used by the Coordinator to monitor attendance and to allow entry to the school *(See Exhibit 3.3.b)*.
The Unit works closely with local boards of education and public schools to ensure a variety of quality field experiences. The Unit’s advisory council, the Education Personnel Preparation Advisory Council (EPPAC), considers and approves all changes to the Unit Program. The EPPAC has been an invaluable asset to the Unit. The Unit also has an advisory council for The Partnerships Project. The Partnerships Council is made up of teachers, principals, and administrators from WVU-Parkersburg’s service region in addition to college administrators and faculty. The Partnerships Council focuses its work on the growth and enhancement of the professional development school program of the Unit. The Partnerships Project at WVU-Parkersburg has agreements with 17 schools in our service area. Our newest school, Edison Middle School was added to the Partnership in the Fall 2010 Semester. With the addition of four middle schools to meet the needs of our middle school specialization students, we believe that the expansion of our Partnership is nearing completion. At this time, the Partnerships Council has established at least one professional development school in the five counties of the college’s service region. This will ensure that teacher candidates can be placed in all counties in schools that share the vision of the conceptual framework of the Architects of the Future (See Exhibits 3.3.a and c).

The Unit has received WV Partnerships for Teacher Quality grant from the West Virginia Department of Education for several years. The focus of the grant has been to strengthen the partnerships with public schools. This focus has allowed students from WVU Parkersburg to have a variety of diverse experiences due to the expanded partnership. This work enhanced the growth of the professional development school program known as The Partnerships Project.

To assist with communication between teachers and the college, the Unit has developed handbooks to guide cooperating teachers as they work with teacher candidates at all levels of the program. The Cooperating Teacher Handbook and the Student Teacher-Cooperating Teacher Handbook contain all policies pertaining to field experiences. The handbooks also offer an overview of the Unit’s conceptual framework. These books are tools for teachers to use as they work with teacher candidates in field experiences and student teaching (Exhibit 3.3.e).

**Design, Implementation, and Evaluation of Field Experiences and Clinical Practices (See Exhibits 3.3.a,e,f and g)**

The field experiences program associated with the Unit allows candidates to apply and reflect on content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings. The conceptual framework, Architects of the Future, is reflected throughout the field experiences in performance requirements and assessment tools used by college faculty and cooperating teachers. Journal entries that address the conceptual framework must be written for every field experience visit.

The early field experiences – Education 100 and Education 200 – are systematic observations in which candidates observe in regular classrooms and special needs classrooms. These field experiences give candidates their first glimpse into real classrooms. Candidates are required to keep daily electronic reflective journals of their experiences in the classroom as they observe. While candidates are not required to develop or implement lesson plans during these early field experiences, they are expected to interact with the students and the classroom teacher.
The field experience associated with Education 300 marks a transition from required systematic observations to active participation in instruction of students. In the Education 300 course – Theories of Learning, candidates study lesson planning, learning styles, principles of multiple intelligences, and theories of development and learning. The field experience in this course places students in the local Boys and Girls Club where they work with students of diverse backgrounds to remediate and enrich classroom skills.

Education 330 includes an extended field experience in which candidates are placed in a professional development school for one semester in a clinical experience entitled Education 330L – Classroom Management Practicum. Candidates meet with the instructor. Two of the sessions are one hour and 15 minutes and the time is spent in lecture, teamwork, and demonstration lessons offered by the instructors and classroom teachers. The third session is a three and a half-hour block of time during which candidates are required to work with teachers to plan small and large group instruction to meet the needs of students in the classroom. Candidates develop and implement lesson plans to meet student needs. The candidate also evaluates student work and completes self-evaluations of their own performance. Cooperating teachers and college faculty evaluate candidates in the knowledge, skills, and dispositions associated with the conceptual framework. This field placement takes place in three different schools. The first school is Fairplains Elementary School, a Title I school that offers diversity in its student population. The second school is Mineral Wells Elementary School, the largest elementary school in Wood County. The third school is Pressley Ridge School that services a diverse population. The Pressley Ridge School provides treatment and residential diagnostic assessment services to youth between the ages of ten and seventeen years of age. Youth who meet Level III criteria (A3), are in the custody of WVDHHR and have a current DSM-IV (A3) diagnosis can be admitted for services. Youth come from all over the state of West Virginia and often have a history of failed placement from other residential treatment programs. Pressley Ridge provides a diverse learning experience opportunity for WVU Parkersburg students.

Education 401 is also taught in one of the Partnership Schools (Williamstown Elementary). Candidates meet with the class instructor at the college for lecture, teamwork, and demonstration lessons. Candidates are also assigned to work in a Williamstown Elementary classroom to develop and implement lessons for an additional two and half hours a week during the semester. Candidates do action research on a problem that is identified in the classroom.

Extended field experiences in Reading 302 and Reading 401 place candidates in schools. Field experiences associated with both courses require that candidates pre-test students to find areas of need in reading and develop a plan for remediating the area of need. Candidates spend the semester developing and implementing lessons. At the end of the term, the candidates post-test their students to record progress. Reading 302 and Reading 401 are taught at Fairplains Elementary School, a Title I school. These experiences offer candidates exposure to students of different socio-economic levels. The Reading 302 class plans and offers a Family Literacy Night at Fairplains Elementary School. Candidates plan fun reading activities in which students participate while parents attend literacy workshops conducted by teachers.
Math 301 field experience occurs at Worthington Elementary School. In this experience, candidates focus on meeting the math needs of classroom students and work with teachers to plan and implement math lessons.

Science 301 brings the field experience to the college campus. Through The Partnerships Project, public classroom students travel to the college each semester to take part in science lessons offered by candidates. Public school students have an opportunity to participate in enrichment lessons in science and visit a college campus.

During the student teaching semester, candidates are required to complete 16 weeks of teaching. Candidates are responsible for all activities and expectations of the classroom teacher that are not supplementary to the teacher’s instructional contract. This includes taking part in parent teacher conferences, open houses, staff meetings, faculty senate, school based assistance team meetings, training and professional development, and beginning of school year preparations. Student teachers are responsible for planning, implementing, and evaluating effectiveness of lessons for all subject areas, making sure they are meeting the needs of all students in their classrooms, and completing all necessary paperwork. They teach full-time for at least four weeks out of each placement for a total of eight weeks. They also are responsible for conducting a Teacher Work Sample.

During student teaching, candidates are evaluated by the college supervisor and the cooperating teacher using the Professional Education Performance Assessment form (PEPA). Using this tool, candidates are assessed on 27 indicators describing the knowledge, skills, and dispositions associated with the Unit’s conceptual framework. After each evaluation, the college supervisor and the cooperating teacher hold a conference with the student teacher to discuss performance. A minimum of five PEPAs are completed for each student teacher in each student teaching placement. When a PEPA is completed, the supervisor or cooperating teacher meets with the student teacher to address items on the evaluation. At the end of the student teaching placement, the cooperating teacher, college supervisor, and student teacher meet in an “exit interview” to complete a final PEPA evaluation. Student teachers are also required to complete self-evaluations during the student teaching experience. Student Teacher Self-Assessment forms guide the student teacher in reflective self-evaluation throughout the student teaching semester. Completed Student Teacher Self Evaluations are found in candidates’ files. Student teacher supervisors document visits to student teacher classrooms on Supervisory Logs.

Throughout the program, teacher candidates are required to keep reflective daily journals for all field experiences associated with professional education courses. These journals are introduced in Education 100 with George Posner’s text: Field Experience: A Guide to Reflective Thinking. This text is used in all professional education courses. The format of journaling as outlined by Posner and used by teacher candidates is consistent across education courses and requires reflective analysis of experiences in the classroom setting. All journaling is completed electronically and addresses the conceptual framework.

Teacher candidates are also exposed to GradeQuick grade book software. This software is available in the Center for Teaching Excellence (CTE) and candidates can take it into schools with them to use while they are working with teachers.
Public school faculty who serve as cooperating teachers for student teaching are teachers who have expressed an interest in working with teacher candidates and are in one of the professional development schools. Cooperating teachers are required to have a minimum of three years’ experience in their field, a preferred master’s degree, and recommendation of their principals (See Exhibit 3.3.d).

Each semester the Unit has a Cooperating Teachers / Student Teachers’ meeting for teachers working with student teachers. The goals of this meeting are to:

- Distribute Cooperating Teacher Handbooks
- Share information pertaining to expectations for student teaching including the Teacher Work Sample
- Complete required forms for Cooperating Teacher Database and stipends
- Meet student teachers

Candidates’ Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn (See Exhibits 3.3.b, e, f, g)

Admission to the program is the first juncture point in the Unit’s assessment program. Admission requires that candidates demonstrate mastery of content areas through completion of core course requirements and passing of the Pre-Professional Skills test. Candidates must also complete early field experiences in Education 100, 200, and 300 at a satisfactory level before admission to program is granted. During the early field experiences candidates are assessed on dispositions and skills such as punctuality, professionalism, acceptance of students with differences, and verbal and written language skills as they relate to the conceptual framework. Candidates must be admitted to the program before they are eligible to enroll in courses with extended field experiences.

Admission to Student Teaching is a juncture point in the Unit’s Assessment and Retention System. Prior to admission to student teaching, the candidate is required to complete all content and pedagogical course work at a satisfactory level. The candidate must also complete field experiences in content areas and professional education at a satisfactory level before admission to student teaching is granted. Before candidates are admitted to student teaching, they must pass the Praxis II tests. A complete listing of Admission to Program requirements and Admission to Student Teaching requirements is found in the Teacher Education Handbook.

During the student teaching semester, skills and dispositions necessary for effective teaching are assessed. These dispositions are outlined in the Unit’s Technical Standards. Supervisors meet once a placement or twice a semester for a Student Teacher Update meeting to check the progress of each candidate. Concerns and suggestions for remediation strategies are discussed. If a student teacher exhibits performance that raises concern with an area outlined in the Technical Standards the cooperating teacher or college supervisor can convene a Student Teacher Assistance Team (STAT) meeting. The purpose of the STAT meeting is to identify areas in need of improvement and develop a plan to assist the student teacher in addressing concerns and meeting the skill in question. The STAT team is made up of the student teacher, Chair of Education, Coordinator of Field Experiences, the college supervisor, and, when appropriate, the
cooperating teacher. The STAT team uses the Due Process Plan to complete their work with the student teacher.

During the student teaching semester, candidates enroll in Education 410. This course, Student Teaching Seminar (Education 410), brings student teachers together, for two hours, one evening each week. Unit faculty share information on timely topics with student teachers each week. A portion of each class session is set aside to provide an opportunity for student teachers to share the successes and the challenges of the past week. As a class, the student teachers share ideas and brainstorm problems.

The sequence of field experiences completed by teacher candidates places them in a variety of diverse settings. Candidates experience varied grade levels in schools and programs that allow them to work with diverse learners from varied socio-economic groups. They are also required to complete service-learning hours, which offer exposure to an even wider range of diverse groups.

The field experiences component of the program systematically begins with early observations and transcends to candidates taking full responsibility in the classroom during the student teaching experience. While some field experiences are by semester rather than hours, candidates spend approximately 345 hours in classrooms before student teaching. During the student teaching semester, candidates complete 640 hours in a classroom. Candidates are also required to complete 100 hours of service learning. This totals approximately 1085 field hours required for the program in elementary education. This does not include work associated with events such as Family Literacy Night, nor does it include the time candidates spend in schools while attending classes. Candidates choosing to add one of the four middle school specializations or the Pre-Kindergarten endorsement are required to complete a minimum of 20 additional hours of field experience in the middle school content area.

3.2.b Continuous Improvement

A few significant changes have been made in the field experiences that lead to continuous improvement for the Unit in this area. Starting in the semester of spring 2010 a project referred to as Teacher Work Sample (TWS) must be completed by all student teachers. The TWS forces the teacher candidates to design and implement instruction, to assess the effectiveness of their instruction, and to reflect on the ways that the instruction could be improved. The TWS offers great insight into the teacher candidates’ knowledge, skills, and dispositions. Together with the PEPA used in student teaching, the teacher candidates and the unit have a clear understanding of the ability of each to affect learning by all students in the P-12 setting. To familiarize candidates with the Teacher Work Sample (TWS) process, section one (contextual factors) is completed using Williamstown Elementary as the host school while taking Education 401. The unit is currently working on ways to introduce the TWS format in other courses. Through data analysis, the unit realized that candidates needed to be required to receive a satisfactory score on every indicator of the TWS. Candidates now must repeat the TWS in their second student teaching placement, if they are unsuccessful writing their first TWS. If the second is not passed, they must repeat a student teaching placement and write a successful TWS.
A diverse placement was added to the EDUC 330 practicum with a placement for all students at Pressley Ridge School. The Pressley Ridge School provides treatment and residential diagnostic assessment services to youth between the ages of ten and seventeen years of age. Youth who meet Level III criteria (A3), are in the custody of WVDHHR and have a current DSM-IV (A3) diagnosis can be admitted for services. Youth come from all over the state of West Virginia. They often have a history of failed placement from other residential treatment programs. Pressley Ridge provides a diverse learning experience opportunity for WVU Parkersburg students. The placement remained unchanged at the Boys and Girls Club of Parkersburg program that includes many students from ethnic and economically diverse backgrounds.

Another step to assist university supervisors in the area of continued improvement occurred during the spring 2011 semester. Cooperating teachers evaluated University supervisors (Evaluation of University Supervisor). The purpose of this change was to help the Unit maintain a positive working partnership with the elementary schools by providing frank, specific feedback for improvement.

Regarding clinical practice, since the previous NCATE review, the Unit has grown from five professional development schools (PDS) to 17 schools. The partnership has grown from one county (Wood) to include five counties within the service region. With the addition of four middle schools to meet the needs of our middle school specialization students, we believe that the expansion of our Partnership is nearing completion. The Partnerships Project (PDS) is meeting with a nearby university to discuss how the two institutions can partner to improve their experience. The Unit will explore diversity as an option for expanding the diversity components of the program in these negotiations.

**Standard 4: Diversity**

**4.1**

Diversity is one pillar of the unit’s conceptual framework, Architects of the Future. Even though diversity is a pillar in and of itself, unit faculty work to promote understanding of diverse student populations through all pillars of the conceptual framework. Within the unit, diversity is characterized by culture, race, ethnicity, religion, learning differences, physical differences, gender, and sexual orientation. Issues pertaining to these topics are a part of all professional education courses. The unit has a standing commitment to prepare teacher candidates who possess the potential for providing high quality education appropriate for all learners. This commitment is documented by the following initiatives:

- Cooperative Learning
- Minority population representatives in education courses
- WVU Parkersburg Social Justice Committee
- Minority hiring and recruitment
- ACT minority student recruiting
- Diverse Field Experiences
- Shanti Education Minority Student Scholarship

West Virginia University at Parkersburg is a non-residential campus that provides community college programs with selected baccalaureate degrees. The college and the unit must make special efforts to reach the minority population of the seven county service region to inform potential candidates of the college’s offerings. The college's Strategic plan emphasizes the value of inclusiveness which would embrace diversity, individual and group, in the broadest sense.

As seen in the chart below, the minority population of the college closely reflects the minority population of the service region. WVU Parkersburg has been successful in working with area minority students and offering educational programs that meet their needs. WVU Parkersburg and the professional education unit data are based on voluntary self-reporting by students as they enter the college.

**Overview of Ethnic and Racial Populations**

<table>
<thead>
<tr>
<th>Service Area</th>
<th>White</th>
<th>Black</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Hispanic</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>WV</td>
<td>93.9</td>
<td>2.8</td>
<td>0.2</td>
<td>0.7</td>
<td>0</td>
<td>0.9</td>
<td>1.5</td>
</tr>
<tr>
<td>Wood</td>
<td>96.4</td>
<td>0.9</td>
<td>0.2</td>
<td>0.5</td>
<td>0</td>
<td>0.9</td>
<td>1.1</td>
</tr>
<tr>
<td>Jackson</td>
<td>97.8</td>
<td>0.3</td>
<td>0.2</td>
<td>0.3</td>
<td>0</td>
<td>0.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Wirt</td>
<td>98.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
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<td>0.1</td>
<td>0.2</td>
<td>0.3</td>
<td>0</td>
<td>0.7</td>
<td>0.6</td>
</tr>
<tr>
<td>Pleasants</td>
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<td>0.8</td>
<td>0.2</td>
<td>0.1</td>
<td>0</td>
<td>0.6</td>
<td>1</td>
</tr>
<tr>
<td>Ritchie</td>
<td>98.5</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
<td>0</td>
<td>0.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Tyler</td>
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<td>0.2</td>
<td>0.1</td>
<td>0</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>WVUP</td>
<td>94.6</td>
<td>1.6</td>
<td>1.1</td>
<td>0.6</td>
<td>0.6</td>
<td>0.7</td>
<td>0.8</td>
</tr>
<tr>
<td>Service Area</td>
<td>97.9</td>
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<td>0.2</td>
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</tr>
</tbody>
</table>
Design, Implementation, and Evaluation of Curriculum and Experiences

The emphasis on cooperative learning and multiple intelligences in all professional education courses exposes teacher candidates to strategies and methods that bring about tolerance of differences, and help students learn to work together in heterogeneous groups, and understand that all students can learn. Research indicates that students in cooperative learning classrooms demonstrate a better understanding of different perspectives, cultures, and lifestyles. Practicing cooperative learning as students and as teachers in classrooms gives teacher candidates awareness and tools to use when working with diverse populations and learning styles.

Teacher candidates are required to complete Education 200 – Introduction to Exceptional Children (See Exhibit 4.3.b). This course prepares candidates for recognizing and working with students with learning differences. Candidates study characteristics of students with learning disabilities, attention deficit disorders, intellectual impairments, health impairments, emotional disorders, physical impairments, and giftedness. As a co-requisite of this course, candidates are required to complete a field experience working in a special needs classroom in a public school. In Education 200 Introduction to Exceptional Children, candidates discuss appropriate assessment of ELL students (See Exhibit 4.3.a).

Education 300 – Theories of Learning includes a required field experience that places teacher candidates at the local Boys and Girls Club of Parkersburg or the Boys and Girls Club of St. Marys. Teacher candidates spend one semester working with students from the various minority, socioeconomic, and culturally different groups represented in the Mid-Ohio Valley. The Education Director of the Clubs works closely with public schools to develop educational programs for meeting the learning needs of the student population. Teacher candidates then work to meet the educational, emotional, and social needs of the students to assist in their growth, development, and opportunities for success (See Exhibit 4.3.a).

Teacher candidates are also required to complete a course in diversity studies as a part of the elementary program. Candidates may enroll in Sociology 235 – Race Relations and Minority Groups or Sociology 360 – Gender and Human Identity, and Sociology 405 – Introduction to Human Inequality. These courses offer different perspectives to assist teacher candidates in working with diverse populations. Teacher candidates will study the ways individuals and groups are differentiated and ranked according to gender, race, ethnicity, socioeconomic status, sexual orientation, place, age, ability, and religion (See Exhibit 4.3.b).

During Education 410 Student Teaching Seminar, candidates are required to complete a Teacher Work Sample that requires them to research the school and community where they are doing their student teaching. By looking at the demographic data on the community and school and from talking with the principal, teachers, students and parents, candidates gain an understanding
of the students' experiences and culture. Candidates must then design a unit of instruction taking into account the contextual and cultural factors of their students (See Exhibit 4.3.b).

Candidates in Language Arts 301 English/Language Arts for K-6 and Reading 302 Teaching Reading K-6 focus on the needs of English Language Learners (ELL). Every topic that is studied in both courses with an exception of a few, looks at how candidates can meet the specific needs of ELL concerning these topics.

In Education 401 Early Childhood and Middle School Curriculum, candidates construct a multicultural project. The objective of this project is for candidates to learn about the various holidays celebrated by various cultures and ethnic groups and to prepare to teach students about the holidays and the cultures in which they are celebrated. Candidates learn to incorporate multiple perspectives into their instruction (See Exhibit 4.3.b).

Because diversity is a pillar of Architects of the Future, it is assessed as part of the rubric for each professional education course. Public school cooperating teachers assess teacher candidates’ ability and willingness to accept children who are culturally, academically, or physically different. The college instructor uses the cooperating teacher’s evaluation and their own experience with the candidate to rate the candidate’s effectiveness in working with diverse student populations (See Exhibit 4.3.c).

The Professional Education Personnel Assessment (PEPA) instrument is used to assess the student teacher’s ability to effectively provide differentiated instruction to diverse student populations. Student teachers must score a minimum of Satisfactory or "3" in each of the areas targeted as diversity indicators. Data from Items 1.3, 1.6, 2.1, and 2.3 from the PEPA are aggregated to determine student teacher success in providing instruction in diverse classrooms. The student teacher is evaluated throughout the student teaching placement by the cooperating teacher, the college supervisor, and the student teacher’s own self-evaluation. Data gathered is from the final PEPA evaluation which is completed during the exit interview by the student teacher, cooperating teacher, and the college supervisor (See Exhibit 4.3.c).

The Technical Standards policy associated with the unit’s education program states that teacher candidates “...must possess attitudes of integrity, responsibility, and tolerance. Candidates must show respect for self and others and project an image of professionalism....” This portion of the Technical Standards requires that teacher candidates demonstrate tolerance and respect when working with others and when teaching in the public school classroom. When teacher candidates are admitted to the program, they sign a letter of Personal Commitment to the Profession, which reinforces the Technical Standards and states, “I commit to the conceptual framework…and to the ongoing personal and professional commitment that entails accepting multiple perspectives arising from individuality and diversity.” College instructors and cooperating teachers may initiate a Due Process (for teacher candidates) or a Student Teacher Assistance Team (STAT)(for student teachers) if any issues arise related to a candidate’s ability to effectively interact with college faculty, school administrators, classroom teachers or students of diverse backgrounds or situations. The Due Process is a means for the teacher candidate to be made aware of concerns or areas in need of improvement. The candidate, faculty member and/or cooperating teacher discuss the areas of concern and write a plan for addressing and remediating the deficit. This
process fosters self-awareness on the part of the teacher candidate and allows for growth and development in needed areas (Exhibit 4.3.a).

Experiences Working with Diverse Faculty

Diversity of the faculty at WVU Parkersburg is characterized in (Exhibit 4.3.d). The Unit continues to be active at the college level to attract and hire minority faculty and staff.

Teacher candidates experience course work offered by faculty in all divisions of the college except Health Sciences. The Sociology 405 – Social Inequalities course brings candidates face to face with representatives of various lifestyles and backgrounds. The class is centered around guests lecturers representing racial minority, religious, ethnic, gay and lesbian and physically challenged groups.

To enhance diversity learning needs of teacher candidates, the Education Department is very active within the Social Justice Committee throughout the academic year. The Social Justice Committee is a college-wide committee that is committed to sharing information and experiences of various cultures and ethnic groups. An Education Division faculty member participates in planning and designing activities for this group throughout the school year. Examples of activities sponsored by the Social Justice Committee can be found at the Social Justice Committee Website. Teacher candidates are required to take part in various activities sponsored by the Social Justice Committee throughout the year.

WVU Parkersburg also offers a Distinguished Performance Series and Humanities Division Speakers Series that bring performers and speakers from around the country and the world to share, art, theater and literature with the campus community. Teacher candidates are given opportunities to experience these performances, and they are required to attend many of these performances as part of their coursework. Through the Partnerships Project, the Education department has also shared performances with school children in our professional development schools.

WVU Parkersburg offers professional development opportunities for faculty to learn to work with diverse learners. Past professional development provided for faculty has included strategies in teaching to multiple intelligences, communication in the classroom, learning disabilities in the college classroom, social justice, diversity across the curriculum, diversity in the curriculum, teaching with technology, sexual harassment awareness training, and social change and diversity.

Special advertising is used to ensure that minority populations have an opportunity to apply for vacancies in the Education Division. Positions in the unit are locally advertised in the Parkersburg News/Marietta Times. Regional advertising is offered in the Athens Messenger. National advertising occurs through the Chronicle of Higher Education and Higher Ed Jobs. Vacancies are also published in the Hispanic Outlook in Higher Education and in Diverse Issues in Higher Education. This advertising is used to invite applications from a diverse cultural and broad geographic region.
Experiences Working with Diverse Candidates

The unit strives to foster candidates’ tolerance and understanding of differences and diversity through the commitment to cooperative learning. Cooperative learning situations bring candidates together in an interdependent setting where all are given the opportunity to participate and to interact while still maintaining individual accountability. All faculty in the Education Division have been trained in the use of cooperative learning. The unit systematically introduces the practice of cooperative learning in Education 100 and Education 200. As teacher candidates move through the program of studies, they are taught the theory and practice of cooperative learning. By the time candidates are working in professional development schools, they have the skills to apply cooperative learning as a teaching tool.

The commitment to cooperative learning in the unit is founded in research that describes tolerance and understanding that results from cooperative learning. Spencer Kagan states that educators need to prepare young people to acquire skills needed to “work well with others in a full range of social situations, especially within situations involving fluid social structures, human diversity, and interdependence.” (Kagan 1994) Also, research conducted by Johnson and Johnson (1990) has shown that, among other things, cooperative learning:

- Helps students develop a sensitivity to the needs of others in the group, resulting in:
  - Reducing student held biases
  - Building an understanding of students who have different ethnic and cultural backgrounds and special needs
- Promotes greater perspective taking ability by:
  - Requiring an understanding of both the content being presented and the cognitive and affective perspectives of the person presenting the information
  - Requiring students to balance both their own perspectives and the perspectives of others at the same time.

Training in cooperative learning gives teacher candidates the tools and perspectives to be successful in a variety of schools with diverse populations.

The student composition of the unit is described in Exhibit 4.3.e. Working with diverse candidates who are non-traditional students, first generation college students, single parents, and economically and academically disadvantaged students requires special consideration when considering diversity of candidates. WVU Parkersburg is a non-residential community college seated in rural Appalachia. This population of students brings with it a diverse mix of culture, background and experiences that give teacher candidates invaluable experiences as they work together in their classes.
Liberal arts classes required in the program enable teacher candidates to interact with students from across the institution. Of the 128 hours required in the elementary program, 72 are in Arts and Sciences. An additional 27 hours are strategies courses developed for the education program, but taught within the Arts and Sciences. Twenty-nine hours of coursework are dedicated to professional education and pedagogy, eight of those hours being the student teaching practicum. This cross section of hours reflects the efforts of the unit to ensure that teacher candidates are exposed to a wide variety of students, faculty (Exhibit 4.3.d), and experiences on campus.

WVU Parkersburg is not a residential campus, therefore recruitment to enhance minority student enrollment in the education program focuses on the service region. The unit uses resources of the ACT to acquire names of junior and senior minority high school students in the service region who take the ACT each year. As a part of the Minority Recruitment Plan, the unit sends letters to each student informing them of our program and inviting inquiries and visits to campus. The campus also has Open Houses to which these students are invited to learn more about programs (Exhibit 4.3.h).

To continue the good faith effort to raise the minority student enrollment in the teacher education program, the unit has a Minority Recruitment Plan that outlines our commitment to add diversity to our program. The college has also established a college-wide minority woman’s scholarship named the Shanti Memorial Scholarship. This scholarship attempts to recruit minority women who want to attend college. A scholarship has also been established for the Education Department. The Education Division Minority Recruitment Plan reflects the commitment of the institution and the unit to provide opportunities to increase minority student enrollment at the college (Exhibit 4.3.h).

The college and Education Department had the unique opportunity to host two elementary education students from Bulgaria, as part of an exchange program with the University of Russe, Bulgaria. These students spent a semester taking courses within the unit. In addition to working with teacher candidates, the young women spoke with elementary school students in Partnerships Project schools. They interacted with Education faculty and other faculty across the campus. It is hoped that teacher candidates will have the opportunity to spend a semester in Bulgaria in the near future, but these plans have not been formalized, at this point.

The Center for Global Initiatives offer opportunities for candidates, also.

The Unit continues to be actively trying to attract minority candidates through the Minority Recruitment Plan. This plan involves inviting minority students from the college's service region to visit the campus and the Education department. These students are self-identified through the ACT listing of minority high school students (Exhibit 4.3.h).

**Experiences working with Diverse Students in P-12 Schools**

Teacher candidates begin working in public school classrooms in Education 100 – Foundations of Education. From early field experiences to extended experiences in professional development schools, candidates are in settings with exceptional populations and ethnic, racial, cultural and socioeconomic groups that reflect the composition of the service region. The field experiences...
required in the teacher preparation program are many and varied. Demographic information pertaining to public schools used as field placement sites is shown in the Demographics of P-12 students in schools can be found in Exhibit 4.3.f.

Specific field and clinical placements ensure that teacher candidates are exposed to diverse populations in their training. As a part of Education 200 – Introduction to Exceptional Children, candidates work in a special needs classroom in the service region. Education 330 – Classroom Management has a practicum that includes placements at a Title I school with a very high free/reduced lunch rate, and also at The Pressley Ridge School which provides treatment and residential diagnostic assessment services to youth between the ages of ten and seventeen years of age. Youth who meet Level III criteria (A3), are in the custody of WVDHHR and have a current DSM-IV (A3) diagnosis can be admitted for services. Youth come from all over the state of West Virginia and often have a history of failed placement from other residential treatment programs. The practicum associated with Education 401 – Curriculum in the Elementary and Middle School Classroom places candidates in a school that is considered to be of middle and high socioeconomic levels (Exhibit 4.3.f).

Education 300 – Theories of Learning has an associated field experience with the unit’s partners, the Boys and Girls Club of Parkersburg and the Boys and Girls Club of Pleasants county. This field experience was developed specifically to expose teacher candidates to a diverse student population. The Boys and Girls Clubs has a very strong after-school tutoring and learning program for students in the Parkersburg and Pleasants County areas. This program, The Power Hour, provides tutoring for students who have academic needs identified in their home schools. Teacher candidates enrolled in the Education 300 course serve as the tutors for the program. At the Boys and Girls Club, 40% of the students assisted are from single-parent households and 85% of the students are from economically disadvantaged homes. The Club offers a field experience in which candidates work with students from varied racial, economic, and academic backgrounds. Demographic descriptions of the participating students enrolled in the after-school program are shown in Exhibit 4.3.f.

In all field experiences, teacher candidates are required to keep reflective journals that chronicle their experiences in the classroom. Unit faculty respond to journals and review them for reflection in areas of the conceptual framework. One of the pillars of the conceptual framework is diversity. Teacher candidates are asked to reflect upon their own growth in this area throughout the program of studies. For example, electronic portfolios for Admission to Program and Admission to Student Teaching require artifacts related to growth in the pillar of Diversity. Candidates are required to reflectively demonstrate growth in this area. Samples of admission portfolios and data can be reviewed in Standard 1 exhibits.

In each of the field experiences associated with professional education courses, cooperating teachers assess teacher candidates in the area of diversity. The unit faculty members also assess growth in the area of diversity as a part of the course and the field experience. Candidates receive feedback throughout the program about their ability to work with diverse populations of students in the classroom and with colleagues in work settings (Exhibit 4.3.c).
As part of the Education 330 – Classroom Management, Education 401 – Curriculum and Instruction, the Student Teaching courses and the Teacher Work Sample, teacher candidates are required to identify any modifications needed for their lesson plans to meet the needs of students in the classroom. These modifications may be for a special needs student, an ESL student, or a new student in the classroom. This practice demonstrates the candidate’s ability to perceive differences in the classroom and to meet the needs of students with those differences. Samples of candidates’ lesson plans can be reviewed in Exhibit 1.3.h.

A final assessment of growth in the pillar of Diversity is part of the PEPA summary at the end of each student teaching placement. Cooperating teachers and unit supervisors evaluate student teachers in 27 areas of competency. Four of these areas are related to working with diverse populations. These are:

- **Item 1.3** Incorporates student characteristics identified from various sources to design instruction.
- **Item 1.6** Selects, develops, modifies instructional materials.
- **Item 2.1** Maintains a positive learning environment to support mastery of learning outcomes and objectives by all students.
- **Item 2.3** Communicates with all students to provide a context for learning that is consistent with instructional plans.

Teacher candidates can score:

- 1 Unsatisfactory Performance
- 2 No Opportunity to Observe
- 3 Satisfactory Performance
- 4 Above Average Performance

The cooperating teacher and the unit supervisor assess each of the items. The final assessment takes place in a three-way exit interview involving the cooperating teacher, the unit supervisor, and the student teacher. Data is aggregated for student teacher performance in the pillar of Diversity in Exhibit 4.3.c. This data shows that, in general, student teachers are rated by supervisors and cooperating teachers as being “satisfactory” in competencies related to diversity in the classroom and consistently rated 3.49 to 3.77 on item 2.1 *Maintains a positive learning environment to support mastery of learning outcomes and objectives by all students.*

The unit has incorporated topics of diversity throughout the professional education curriculum and in required courses to improve the competency level of its candidates in working with diverse learners. As a part of a non-residential community college, the unit has maintained good faith efforts to ensure that candidates are exposed to diversity through interactions with colleagues, faculty, community members, and school settings. Unit faculty and candidates take part in activities and professional development on campus that lead to better understanding of learners from diverse backgrounds.

**4.2.b Continuous Improvement**
The most significant changes to standard 4 is adding the field experience of Pressley Ridge to the Education 330 course. This school, and these students, certainly offer a different perspective on the educational field.

After a review of the standards during Summer 2010, each professional education course identified a key assignment that would focus on diversity in the classroom. Most courses already had an identified assignment. Education 100 Introduction to Education began implementing the Freedom Writers assignment where candidates are required to watch the film, Freedom Writers, and reflect on the strategies that were used to bridge cultures and to meet the diverse needs of the students in the classroom.

During Fall 2011, the Teacher Work Sample (TWS) was piloted in Education 410 Student Teaching Seminar. The Contextual factors piece of the assignment requires students to focus on the community, district and school factors and also to examine the characteristics of the students such as culture, language, gender, race/ethnicity, special needs and other characteristics. Candidates must then design instruction based on these factors. One of the indicators asks if the candidate to used contextual information to select appropriate and relevant activities, assignments and resources. All candidates are required to receive satisfactory on every indicator of the TWS.

As a result of networking at a national conference, a discussion was had regarding trying to partner with a Native American school from New Mexico. Their diversity issue was the exact opposite of ours. They had no white, non-Hispanic candidates or placements working with those types of students. After repeated email attempts to make this happen, with no response, the effort was dropped.

Two students from Bulgaria attended WVU at Parkersburg in the Education program. Kappa Delta Pi, the Education Honorary, hosted a welcome reception for these students. When they were in Parkersburg, the students presented on their culture and were included in department activities and events. Previously, faculty and students from WVUP have attended The University of Russe. A partnership between the two colleges is well established and will continue to grow.

A December graduate just took a teaching position in Panama. It is our hope to begin working with her and her students to try to expose our candidates to her classroom and the culture there. Since this new teacher just began, the plan is to let her finish the school year and then discuss possibilities for the future.

The Partnerships Project (PDS) is meeting with a nearby university to discuss how the two institutions can partner to improve their experience. The Unit will explore diversity as an option for expanding the diversity components of the program in these negotiations.

Diversity continues to be an area that the college, service area, and state deals with. The cultural and racial diversity is very limited, however, the socio-economic diversity is vastly varied from school to school. This standard continues to be one that the unit strives to meet in a variety of ways.
Standard 5: Faculty Qualifications, Performance, and Development

5.1

All full-time members of the professional education unit have been licensed and have contemporary professional experience working in public schools with students and teachers. Three of six full time faculty members have completed doctorate degrees, one is in the process of completing a doctorate degree, and one will begin a doctorate degree in the fall. All faculty have diverse public school teaching experience as well as experience teaching adult learners. Public school teaching experience in the unit includes preschool, primary and intermediate elementary grades; elementary and middle school gifted programs; middle school math; elementary and secondary learning disabilities; intellectual impairments, and behavior disorders; and, elementary and intermediate deviant juveniles. The cross section of expertise in the unit blends together to provide varied perspectives and experiences to share with teacher candidates. All faculty have experience working with students from various racial, ethnic, religious, socioeconomic and family backgrounds. Faculty members adapt their teaching styles to meet the specific needs of developing learners. The unit is actively engaged in inquiry and learning concerning the field of education and pedagogy.

The Partnerships Project professional development school program ensures that unit faculty and instructional strategies faculty have contemporary professional experiences. Through the Project, several professional education and instructional strategies courses are taught in public schools. Unit and instructional strategies faculty deliver course instruction at the school sites. They also work in classrooms offering demonstration teaching and evaluating progress of teacher candidates. The collaborative nature of the unit’s professional development school program guarantees that college faculty not only visit partner schools, but they also become active members of the school community.

Modeling Best Professional Practices in Teaching (See Exhibits 5.3.f)

WVU Parkersburg is a teaching college. Unit and instructional strategies faculty model best practices in teaching in their content fields and in pedagogy. Faculty use a variety of teaching techniques and strategies such as cooperative learning, didactic teaching, and role playing to encourage critical thinking in candidates and to foster candidate growth in the pillars of Architects of the Future. Faculty challenge candidates to extend their learning styles and use of intelligences by moving beyond paper and pencil assignments. Faculty want candidates to use performance portfolios, visual and musical arts, and technologies to convey learning and growth.

All professional education faculty blend the pillars of the conceptual framework into topics and issues associated with their courses. Course syllabi explain the relationship of the conceptual framework to the courses. The unit has consistently worked to integrate the six pillars of Architects of the Future into the program since its inception. The six pillars were reinforced through activities and assessments in each course.

Each professional education course has a variety of formative and summative evaluations to monitor candidates’ progress in the course. Many of these are performance evaluations. At the
conclusion of professional education courses, the course instructor completes a performance assessment for each candidate based on overall class performance. The Admission to Program Assessment forms are completed after each pre-admission professional education course and the Admission to Student Teaching Assessment forms are completed after each post-admission professional education course.

All professional education courses, except Education 320 – Educational Assessment, have an associated field experience. Field experiences required for Education 100 – Introduction to Teacher Education and Education 200 – Introduction to Exceptional Children are systematic observations in which candidates observe teacher behaviors, organizational patterns in schools, roles of the teacher, classroom settings, modifications of placement and materials for diverse students, and methods of incorporating student characteristics into instructional plans. Candidates must practice positive interactions with students and teachers. These early field experiences serve as a foundation to more participatory experiences in upper-division courses.

Field experiences associated with Education 300 – Theories of Learning, Education 330 – Classroom Management, and Education 401 – Early Childhood and Middle School Curriculum require candidates to plan and implement tutoring activities and large group teaching. During these field experiences, faculty work in conjunction with teachers to offer demonstration teaching and evaluation and monitoring of candidate progress. Faculty are active participants in the field experiences required of candidates.

Professional education faculty have made a commitment to provide assignments using technology in all professional education courses. Before admission to the program, candidates must successfully complete Computer Science 108 – Educational Technology. This class introduces candidates to the use of technology for preparation of presentations, for a source of research and resources, for record keeping and grading, for sharing information, and for developing web applications.

Unit faculty also integrate diversity studies into all professional education courses. Candidates study sub-groups of the society in relation to the educational system. Candidates also practice developing and teaching lessons that bring about better understanding diverse classrooms in regard to culture, ethnicity, ability level, socioeconomic status, and other areas.

Each syllabus contains a statement about West Virginia University at Parkersburg’s Honor Code:

As a member of the college community I will follow these practices:

**Civility**: I will show both common politeness to all members of the college community without exception to race, religion, creed, gender, disability, or orientation and seek to engage, support and improve the civic organizations, goals and values of the community.

**Honesty**: I will seek to always communicate truthfully, be it speaking, writing, or listening, with all whom I interact, both in and out of the classroom.
Inclusiveness: I will seek to understand the variety of cultures and worldviews that have shaped the human experience, create a safe place where members of different cultural and social backgrounds may feel welcome and to hold all members of the community to the ideals of this Honor Code.

Integrity: I understand that I am required to be ethically consistent; living up to the Honor Code at all times, in all situations, and with all members of our community.

Respect: I will conduct myself with dignity and interact with a sense of equality towards all students, all instructors and staff, and with worth towards myself.

The Honor Code further reinforces the importance of a diverse and respectful classroom.

In professional education courses, faculty use multiple forms of assessment to monitor student progress. Faculty also use these assessments to determine their own effectiveness in meeting the objectives of the course and the goals of the program. Faculty regularly complete item analyses of summative evaluations to assess validity of test items. Types of assessments used in professional education courses include: tests, essays, team projects, portfolios, technology assignments, lesson plans, performance assessment of classroom teaching, thematic units, and team projects.

Faculty in the unit are recognized across campus as experts in the field of professional education and pedagogy. Dr. Cynthia Gissy was awarded the Bernard P. McDonough Outstanding Faculty of the Year Award in 2011. Dr. David Lancaster and Dr. Cynthia Gissy are former NISOD winners.

Unit faculty are called upon often to offer training and assistance to faculty in other divisions. Unit faculty have been asked to provide training for tutors who work in the college’s Student Success Center. Unit faculty have provided training for faculty in cooperative learning, multiple intelligences, and technology applications.

Unit faculty work collaboratively with teachers and principals in professional development schools to conduct needs assessments and to offer meaningful professional development opportunities. These opportunities also involve the college community. PDS teachers, unit faculty, and faculty from Arts and Sciences make up a true community of learners that spans the K-16 spectrum. Additionally, the unit sponsored the Curriculum Expo for all stakeholders in the partnership: P-12 teachers, candidates, and college faculty.

Collaboration (See Exhibits 5.3.e and f)

The faculty in the unit are actively engaged in integrating the conceptual framework into all professional education courses. An explanation of the relationship of each professional education course to the conceptual framework is offered in course syllabi. Faculty also use the conceptual framework when developing new rubrics or standards for the assessment system. The unit worked hard to ensure that the conceptual framework is integrated into all areas of the program. Through Instructional Strategies meetings, the unit shares information related to the conceptual
framework and standards with faculty from other divisions providing instructional strategies and methods courses.

Through The WVU Partnerships Project the unit maintains close relationships with teachers and administrators in professional development schools. Several professional education and instructional strategies courses are offered on-site in schools. As a result of the growing collaboration, faculty and teachers have embarked on a variety of projects that enhance training for candidates and benefit the education of public school students. Family Literacy Night is an event that occurs at Fairplains Elementary School. The unit’s Reading 302 class offers reading and literature activities for students. This event allows parents to have time to meet with teachers in workshops and discuss different topics related to literacy. The unit also has a relationship with Ripley Elementary School. Candidates and faculty of the Language Arts 301 course offer activities that build language arts skills and highlight curricular themes chosen by the school. After candidates visit the school, the project continues as students and candidates write letters to one another to enhance student writing skills. Candidates in Education 401 assist with planning and judging social studies and science fairs at the school and county levels.

Through The Partnerships Project, teachers and unit faculty have begun to develop methods for evaluating effectiveness of the Project and to measure the impact of the Project on learners in the schools. Moreover, the Partnerships Project faculty in the unit and PDS teachers and principals have written proposals to present at the National Professional Development Schools Conference and the West Virginia Professional Development Schools Conference annually. Unit faculty developed and pilotted a professional development module to be used with P-12 faculty after reading that there was a need for this mode of delivery of professional development in the schools. Members of the PDS Research Committee, county administrators, WVUP administrators and unit faculty evaluated the module and agreed that it could be used in the future in the P-12 schools.

To guarantee collaboration between the unit and instructional strategies faculty, the unit has Instructional Strategies meetings. These meetings consist of updates to the program and explain changes in program, state, and national standards. The meetings are also used as brainstorming sessions to address problems and concerns about the program. A current focus is continual monitoring and aligning state standards, ISTE standards and institutional standards (See Exhibit 5.3.e).

The Education Division Chair is a member of Academic Council and the Division Chairs Group. Academic Council includes all Division Chairs and other stakeholders and meets bi-weekly with the Senior Vice President of Academic Affairs. The Council meetings provide an opportunity for Chairs and stakeholders to share needs. Academic Council encourages collaboration among the Divisions and stakeholders to meet the needs of all programs. The Division Chairs Group also meets bi-weekly with the Senior Vice President of Academic Affairs and provides the five divisions the opportunity to collaborate, share needs and discuss changes in their programs.

**Modeling Best Professional Practices in Scholarship (See Exhibits 5.3.d and f)**
Faculty in the unit take part in scholarly work related to the profession of teaching. The mission and philosophy of WVU Parkersburg guide professional education faculty in focusing on teaching and improving the teaching process. Unit faculty participate in conferences at the national, state, and local levels. Faculty also give presentations at these three levels. Presentations given by faculty have been both juried and invited and have included dissemination of best practices and training for other professionals. Unit and instructional strategies faculty have also gone beyond their charge of teaching and have worked to write position papers, grants, and articles in their fields. Faculty in the unit are actively engaged in educational and professional inquiry at several levels. Faculty in the professional education unit are involved in a variety of activities that lead them to new and innovative teaching strategies and practices. The unit is actively engaged in inquiry and learning concerning the field of education and pedagogy. During the past two years, three of the six full-time faculty members earned doctorate degrees and one will have finished all coursework by the fall of 2012.

Modeling Best Professional Practices in Service (See Exhibit 5.3.f)

Professional education faculty are actively engaged in dialogues about the design and delivery of instruction both in the education program and in P-12 schools. The unit meets with its Education Personnel Preparation Advisory Council (EPPAC) at least once each semester. The Council is made up of unit faculty, Arts and Sciences faculty, college administrators, elementary teachers, public school administrators, the Regional Education Service Agency (RESA) director, WV Department of Education representatives, and an education candidate. The EPPAC makes suggestions and recommendations regarding program changes and growth. This council provides meaningful dialogue that enhances the program.

The Partnerships Council offers another opportunity for dialogue between unit faculty and public school personnel. As an advisory council to the Partnerships Project, the Council works together to bring about growth in the professional development school program. Members of the Council also work together to ensure that needs of the schools and of candidates in the elementary program are being considered and met. The collaborative nature of the Council has made it an invaluable component of the unit’s advisory boards.

The chair of the Education Division (the unit head) is active in the state Teacher Education Advisory Council (TEAC). TEAC is a group of chairs and deans of teacher education programs from across West Virginia. This group meets together regularly to discuss changes and needs of teacher education with West Virginia Department of Education liaisons and representatives of the West Virginia Higher Education Policy Commission. Involvement with TEAC is important for the unit, as it provides opportunities for brainstorming, problem solving, and policy building. TEAC also provides a state-wide perspective of the challenges and successes of teacher education.

Unit faculty are very active in professional organizations at the local, state, and national levels. Faculty hold memberships and offices in various organizations. Faculty attend conferences to remain current on best practices. Students and faculty present at the West Virginia State PDS Conference each year. Attendance and presentation at this conference helps ensure that faculty are not only providing appropriate educational opportunities for students, but are also able to
provide appropriate professional development opportunities for teachers in the Partnership schools. Candidates attended and presented with faculty at the national Kappa Delta Pi Convocation in fall 2011.

Unit faculty are involved with K-12 schools in the service region. Through The Partnerships Project faculty work closely with principals and teachers. Every year each public school in Wood County is required to present a Unified School Improvement Plan to the Board of Education. Unit faculty are routinely asked to take part in presentations offered by professional development schools. Unit faculty also serve on Local School Improvement Councils for various Partnerships schools. Such involvement with partner schools builds relationships and models best practice in service to the profession. Faculty mentored Worthington Elementary through the Infusing Technology grant sponsored by the WV Center for Professional Development (See Exhibit 5.3.e).

**Unit Evaluation of Professional Education Faculty Performance (See Exhibit 5.3.f)**

Faculty in the professional education unit are evaluated by candidates in their courses at the end of each semester through the use of the college-wide course evaluation system. The Division Chair reviews the evaluations. Faculty do not see the candidate evaluations until all grades are recorded by the Records Office. Once grades are recorded, faculty receive the evaluations for their own review and for their annual review file. Unit faculty score very well on the evaluations completed by candidates. When a pattern of concerns arises, the Division Chair and faculty member address the issue at that time and during the annual performance review (See Exhibit 5.3.f).

All faculty in the college are evaluated annually through the Annual Faculty Evaluation process. Faculty are evaluated in the areas of Teaching/Service to Students, Professional Growth and Development, and Service to the Institution and Community. The evaluation process begins with a peer review of performance through the Division Evaluation Committee. The Division Chair then reviews the faculty files and performance. The final step is a review of the faculty member’s file by the Senior Vice President for Academic Affairs. If a faculty member is applying for promotion or tenure, a review is conducted by the College-Wide Evaluation Committee after the Division Chair completes review of the file. Comments and recommendations for improvement in the three areas of evaluation are made at each level of the performance review. Policies for the Annual Faculty Evaluation can be found in the WVU Parkersburg Answer Book. Once again, unit faculty score very well on annual faculty evaluations.

**Unit Facilitation of Professional Development (See Exhibits 5.3.f and g)**

The unit is committed to sponsoring and supporting professional development activities for unit faculty which support the unit’s conceptual framework and provide faculty with new and enhanced knowledge in the field of professional education. No distinctions are made between faculty in the unit and other faculty in terms of professional development allocations. The WVU at Parkersburg Foundation provides $35,000 in faculty development grants and scholarships.
available through the Faculty Development Committee. Unit faculty are active and successful in pursuing these grants.

Unit faculty have attended and presented at various professional development activities. Faculty work hard to stay current with trends, research, and emerging practice in the field and strive to enhance the program through the conceptual framework to meet new national standards.

5.2.b Continuous Improvement

Faculty in the unit are vibrant life-long learners who share a vision of teacher preparation and they are respected by peers across the institution. These faculty, along with instructional strategies faculty, have real classroom experiences as well as a theoretical knowledge base to share with candidates. The program continues to evolve and prosper as a result of unit faculty remaining grounded in practice and emerging research. Candidates evaluate faculty and courses each semester and a continuous annual faculty performance review evaluation system is in place. The institution supports faculty in professional growth and encourages them to work with public school partners to enhance the education program for the benefit of classroom learners.

The professional education unit was combined in 2009 with part of the former Humanities Division. The new division name is now Education and Humanities and includes Education faculty and those faculty in 2D Art, 3D Art, Music, Theater, Reading, Language Arts, and English.

Since the last NCATE visit, multiple changes have occurred within the college administrative structure. These changes include a new President, new Senior vice-president for Academic Affairs, new Division Chair, new coordinator of field experiences, new coordinator of teacher education and new faculty. One new faculty position was created for an Early Education Specialist and filled in 2008. With the implementation of Livetext, a new position was created for Livetext coordinator.

Three of six full time education faculty members have completed doctorate degrees, one is in the process of completing a doctorate degree, and one will begin a doctorate degree in the fall.

The unit continues to seek grant monies to enhance professional development and support growth in acquiring and using technology for faculty.

Standard 6: Unit Governance and Resources

6.1

Unit Leadership and Authority

The professional education unit provides the leadership for coordinating programs designed to prepare teachers to work in public schools. The unit works collaboratively with chairs and faculty in the Education and Humanities, Business, Economics and Mathematics, Social Sciences and Languages, and Science and Technology Divisions to ensure that candidates meet the
standards of the elementary education program and its associated endorsements. The organizational charts for the institution and the academic area show the relationships of various programs and offices throughout the college (Exhibit 6.3.a). The unit consists of six faculty members, one certification analyst, one administrative associate and one administrative secretary as shown in the unit organizational chart (Exhibit 6.3.b).

The Chair of the Education and Humanities Division (professional education unit) works with the Senior Vice-President of Academic Affairs and Chairs of the other divisions. This group meets once each week to discuss issues related to programs and to share information. This weekly meeting provides opportunities for chairs to work together to meet program needs.

Instructional Strategies faculty meet with the unit regularly in Instructional Strategies meetings to plan and deliver the program so that it effectively meets the needs of the candidates and to ensure that the conceptual framework and standards are considered as part of all strategies courses. Clinical faculty meet once per placement (twice per semester) to discuss the progress of student teachers. Collaboration between Arts and Sciences faculty and professional education faculty as well as collaboration between clinical faculty and professional education faculty enhances the strength of the program.

The unit also collaborates with stakeholders outside the institution to ensure that the program meets standards and prepares candidates to meet the needs of public school students. The unit’s Education Personnel Preparation Advisory Council (Exhibit 6.3.b) includes teachers and administrators from the college’s service region, as well as unit and Arts and Sciences faculty, college administrators, and the Regional Education Service Agency (RESA) representative, the WV Department of Education representative, and a candidate in the program. The EPPAC meets once a semester to review program progress to discuss issues related to the program, and to make recommendations to the Division Chair for program enhancements.

The Partnerships Council is another advisory council to the unit. The Partnerships Council works to support the growth of the program’s professional development school component, The Partnerships Project. The Council is made up of unit faculty, college and school administrators, and PDS teachers (Exhibit 6.3.b).

**Unit Budget**

The institution has provided support for professional education through budget allocations over the past years. While all higher education institutions in West Virginia have been under budgetary constraints for the last several years, the fiscal allocation to the Education and Humanities Division has remained aligned with other divisions in the university and the Education Department’s budget is equitable to other comparable budgets at the institution (Exhibits 6.3.f and 6.3.g).

During the spring of 2008, there was a re-alignment of academic divisions. The Education Division was combined with part of the former Humanities Division and now includes the unit and faculty in English and the fine arts. This explains the large increase in the salary and benefits between fiscal year 2009 and 2010.
The administration and the Senior Vice-President of Academic Affairs strongly supports the unit and department through providing stipends and funds for faculty to work on accreditation issues during the summer and mid-year retreats, providing funding for professional development opportunities besides the faculty professional development grants that faculty can seek, and providing stipends for Teacher Work Sample evaluators (Exhibit 6.3.f).

**Personnel**

The unit’s programs and admission practices are outlined in the College Catalog, the Teacher Education Handbook, and in brochures that are readily available. Academic calendars, catalogs, and handbooks are up-dated regularly and can be found on-line at the college web site or the Education Division website (Exhibit 6.3.e).

To ensure that candidates have access to counseling, ADA, and other student services such as tutoring, unit faculty include descriptions of these services in their individual course outlines. In addition to individually assigned unit faculty advisors, there is a full-time counselor on staff at the college and an advising center is also available (Exhibits 6.3.c and 6.3.d).

Faculty assume 12 hour loads each semester. Faculty can assume additional assignments for release time. The division chair receives a 6 hour credit release and coordinators receive a 3 hour credit release. Monetary stipends are given for credit hours the are beyond the 12 work load. Student teacher supervisors receive ½ credit for each student teaching placement (Exhibit 6.3.h).

Through the Partnerships Project the unit provides many professional development opportunities for unit faculty, Arts and Sciences faculty, and classroom teachers, and teacher candidates. Arts and Sciences faculty are encouraged to attend professional development activities along with public school teachers, teacher candidates, and unit faculty. The Curriculum Expo, sponsored by the Partnerships Project, showcases additional professional development opportunities (Exhibit 6.3.e).

Faculty professional development grants are available. Full-time faculty can be awarded up to $1500 while adjunct faculty can be awarded up to $500. The Simonton Windows Professorships Program provides further funding through a competitive application process. Unit faculty receive an additional annual stipend for serving on Local School Improvement Councils for partnership schools.

The addition of an administrative assistant in the Education Department allows the certification specialist to focus specifically on certification and transfer student issues. Both positions are an integral part of the unit and greatly enhance the department.

**Unit Facilities, Resources and Technology**

With the addition of the education office suite and the Center of Teaching Excellence in 2006, the unit has outstanding facilities that support the most recent developments in technology and which allow faculty, candidates and partnership PreK-12 teachers to model and use the latest technology for instructional purposes. Faculty and candidates are frequently asked to
demonstrate best practices in technology integration both on campus and in the public schools. The library continues to provide access to numerous print and electronic resources. Availability of wireless Internet throughout the university and easy access to numerous computers provide candidates with a reliable delivery system for both traditional and online coursework (Exhibits 6.3.i and 6.3.j).

6.2.b Continuous Improvement

In 2008, the coordinator of field experience, Dr. Cynthia Gissy, became the interim Division Chair of Education and Humanities when Dr. Cynthia Kelley became the Associate Dean of Academic Affairs. A new field experience coordinator, Dr. David Lancaster, was named. In 2009, Dr. Gissy became the Division Chair and Ms. Amy Wolfe was named the coordinator of teacher education. In 2011, Ms. Wolfe became the Coordinator of Child Development and Dr. Melissa Spivy became the coordinator of teacher education. During 2010, Dr. Gissy, Dr. Lancaster and Dr. Spivy all earned their doctorate degrees.

In late 2008, Mrs. McGinnis was hired as the administrative assistant for the unit which allowed Mrs. Honaker to become the full-time certification analyst. This change greatly enhanced the work of the department and met the area of improvement cited in the last NCATE visit.

To sustain and enhance performance of candidates through continuous improvement, the unit began requiring all teacher candidates to purchase a subscription to Livetext in Fall 2008. Mrs. Wolfe became the Livetext Coordinator. Since that time, data has been systematically collected for education courses and for key assessments such as the Teacher Work Sample, Admission to Teacher Education and Student Teaching assessments and portfolios. The unit and the Teacher Review Panel continues to review this data as well as other key assessment to make decisions and changes based on data. The unit continues to meet with instructional strategy instructors to share their findings and to collaborate with them to improve the effectiveness of teacher education candidates at West Virginia University at Parkersburg.

The education unit's space increased greatly when they moved to their current location in the summer of 2006. This space includes a suite of four offices and a receptionist area along with three additional offices down the hall.

The Center for Teaching Excellence (CTE) moved to a new and larger location on October 3, 2006. The Center consists of three classrooms. Two of these are classrooms used for training and teaching and one is a resource center. All rooms are equipped with wireless Internet and Sympodiums. A Mimio interactive whiteboard is installed in one of the classrooms. The Center for Teaching Excellence provides materials and technology to teachers and teacher candidates in the college's service area. Materials including resource books, textbooks, children's books, videos, manipulatives, posters, handheld electronic learning devices such as iPods and iPads, portable Mimio Teach interactive systems, Mimio Vote responders, projectors, Flip cameras and other technologies, are available for checkout. Candidates regularly checkout and use materials and technology resources from the CTE as well as Partnership school faculty. Materials and resources are added annually to the CTE. The Partnerships project has grown from five Partnership schools to 17 since the last visit. The Partnerships Project continues to make
contributions to the CTE as well as providing grants to the 17 Partnerships schools. In 2011, the Partnerships project began offering small grants to provide materials for the classrooms of student teachers.

IPads were purchased for all unit faculty in the fall of 2010. In the spring of 2012 a classroom set of iPads were purchased for the CTE. The unit continues to update unit faculty technology in an effort to remain current.

Since the last visit, faculty members have developed and taught education courses using the Blackboard computer management system, eCampus. Faculty are paid a stipend to develop the courses. Enrollment is limited in these courses.

Plans to sustain and enhance performance through continuous improvement in Standard 6 include continuing with all current initiatives. Strengths of the unit include longevity of faculty members in the unit, three faculty members receiving their doctorate degrees, budget disbursements in alignment with other divisions and support for specific needs, continuous upgrades to facilities and technology on the college-wide level and support from the college and WVU Parkersburg Foundation for faculty professional development.