

**Teacher Education Accreditation Council (TEAC)**

**Summary of the Case  
Randolph College  
Teacher Education Program<sup>1</sup>  
Audit Dates: October 25-28, 2009**

*The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty is making for accreditation.*

**Authorship and approval of the *Inquiry Brief*:**

The *Inquiry Brief* was written by Margaret Schimmoeller, Gail Brown, and Consuella Woods, and was approved by the Education Department faculty on April 6, 2009.

**Introduction:**

Randolph College, a liberal arts college located in Lynchburg, Virginia, was founded in 1891 as Randolph-Macon Woman's College. Randolph College began to enroll both women and men in 2007; that fall, the College enrolled 568 students drawn from across the nation (30 to 40 states represented in recent years) and around the world (over 30 nations represented in recent years). Fall 2008 enrollment included 562 undergraduate and 6 graduate students. In Fall 2007, 25 students were enrolled in the Teacher Education program. **Sixty-six** full time faculty members serve Randolph College, of whom three serve in the Education Department.

The Teacher Education program is coordinated through the Education Department and is grounded in the conviction that a strong foundation in the liberal arts coupled with substantial pedagogical knowledge is essential for teacher candidates. The College offers students a rigorous education in the liberal arts and sciences that, in keeping with the motto, *vita abundantior*, seeks to provide students with a foundation for meaningful lives characterized by lifelong learning. The Teacher Education Program provides options for both traditional undergraduates and adult and graduate students, offering programs leading to licensure at the baccalaureate level and at the graduate level through both M.A.T. and M.Ed. degree programs. The Program is active in partnerships with local schools to improve mentoring and increase retention of teachers in local schools.

**Program claims:**

The faculty grounds its work in a constructivist framework that emphasizes cultural and community influences on teaching; candidates in the program are seen as actively developing understandings of the world and of teaching as the compare past and present experiences, accumulate new knowledge, and engage in ongoing interpretation of experience. The faculty make five claims about their program completers, namely that they:

1. have mastered the **subject matter** needed to teach the content required by the state of Virginia in their endorsement area effectively;
2. demonstrate **pedagogical knowledge and skills** by using a variety of instructional methods effectively to meet students developmental needs;

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3. are **sensitive to diversity** in that they have acquired the skills and dispositions to work with students from diverse backgrounds, abilities, and cultural perspectives;
4. are equipped with **technology skills** that allow them to use the technologies in contemporary classrooms; and
5. demonstrate **care** for students by engaging them in learning processes in safe learning environments and by acting responsibly and ethically as professionals.

### Evidence supporting the claims

The faculty relies on the following lines of evidence to support its claims.

1. Standardized test measures as required by the state (relevant Praxis exams and Virginia Communication and Literacy Assessment (VCLA) are attended to as measures of subject matter knowledge. The Virginia Reading Assessment (VRA) provides evidence relative to claim 2. Pass rates from 2006-2008 were 100% on all exams.
2. Course grades and quality point averages in the content major (2.5 minimum required) provide support for claim 1 (mean 3.5 reported); grades in professional courses (3.0 minimum required) provide support for claim 2 (mean 3.66 calculated).
3. Professional portfolio evaluations provide support for claims 2, 3, and 5; this digital collection includes video segments as well as artifacts selected by the candidates to document their abilities and is designed to document candidates' development as they progress through the program. (Overall mean evaluations exceeded 90/100 for each degree level; mean=95.)
4. Intern Teacher Final Evaluation completed by the cooperating teacher and the college supervisor provides evidence related to all five program claims. All intern teachers met or exceeded the benchmarks the program established.
5. A Technology Rubric taken from the Virginia Department of Education is used to provide data in support of claim 4 (mean 3.8 on 4-point scale).

### Internal audit:

Program faculty conducted an internal audit of the quality control system in August 2008. The audit included the entire population of program completers from 2006-2008 included in the *Inquiry Brief*. Four courses from the set of courses taken by each of the 21 students were drawn from the set and became the basis for the investigation of subcomponents 4.1-4.7 and their elements.

The audit found that all students had been properly admitted to the program and had followed the appropriate course sequence, that all examined courses had been properly approved and that syllabi generally included all required information (with minor variations in some arts and science courses). Facilities were found to be sufficient, fiscal and administrative support to be adequate, and policies and procedures to be followed.

The faculty concluded that the quality control system is working as designed; nonetheless, the audit of the system recalled to the faculty areas for improvement in the

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quality control system itself (improved record keeping and data archiving) and in the program (changes in reflective seminar structure, increased attention to classroom management in methods courses, and increased professional development for clinical faculty who supervise interns).

### **Plans for program improvement**

The program faculty plans to make adjustments in courses and in its longitudinal data system.

### **Statement regarding commitment and capacity:**

The faculty concluded that Randolph College is committed to the Teacher Education Program and that there is sufficient capacity to offer a quality program.

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<sup>1</sup> Program options include: undergraduate and M.A.T. options leading to licensure in Elementary Education (PreK-6), Secondary Education (6-12) in biology, chemistry, English, history, mathematics, physics, and PreK-12 in dance, French, Latin, music vocal/choral, Spanish, theatre arts, and visual arts. Additional endorsements may be added in algebra I and theatre arts; additional options at the graduate level (M.A.T. or M.Ed.) include Special Education: Mild Disabilities (preK-12) [and ESLL (preK-12)].