

PROGRAM REVIEW

Bachelor of Arts in Education

Fairmont State University

2007

Executive Summary

- The Bachelor of Education degree is a degree that prepares teacher education candidates in a teaching content area, professional knowledge of pedagogy, and clinical practice.
- Candidates who complete all program requirements are eligible for teacher certification in West Virginia and in states where West Virginia has certification reciprocity agreements.
- The program of study has been revised in recent years to provide for a more rigorous admissions process and to ensure that candidates who are admitted have a higher likelihood of successfully completing the program. This includes more demanding admissions conditions related to candidate ACT scores and PPST.
- The academic integrity of the Bachelor of Education degree is built on a campus-wide commitment to teacher education. This commitment includes most academic units on campus that provide content courses working in collaboration with the School of Education.
- Fairmont State University is accredited by the National Association for Accreditation of Teacher Education.
- All clinical components of the Bachelor of Education program of study are based in national standards provided by the Interstate New Teacher Assessment and Support Consortium (INTASC).
- The School of Education is currently in the process of restructuring clinical experiences to provide for a closer, more collaborative relationship between public school and University professionals in the education of teachers. This will include a more sophisticated and challenging assessment structure for clinical components, and a better structure for tracking student knowledge and pedagogical skills as they move through the program.
- The School of Education and Fairmont State University are currently in the process of developing a website that will house all program documentation electronically. This will include all documentation related to student matriculation, certification, and clinical experiences. When the website is complete, it will provide an archive for program documentation, and a database for program analysis and improvement. Assessment of all clinical experiences will be completed on-line, and all data will be archived directly into a digital database as candidates are evaluated.
- The database, once fully operational, will allow for more detailed analysis of admissions practices and results, program matriculation, and program completion.

I. Program Description for: Bachelor of Arts in Education
 Name of Program

The mission of Fairmont State's undergraduate teacher preparation program is to prepare teachers to make instructional decisions based upon a strong foundation of knowledge, skills, and dispositions. The education of teachers at Fairmont State is designed to utilize the cooperative functions of the academic disciplines and the School of Education to prepare teachers to meet this challenge. Fairmont State believes that adequate preparation for teaching requires a rich and comprehensive experience in liberal studies, a concentration in at least one academic specialization and certain dispositions, knowledge, and skills that characterize effective teaching. Beliefs, goals, and objectives that guide teacher education include:

- A professional preparation program should seek to promote active learning by involving teacher candidates in opportunities to engage in progressive problem-solving and in-depth examination of selected critical core ideas.
- A program should assure candidates a wide array of clinical experiences, with hands-on and decision making opportunities, and exemplary sites for student teaching.
- Technology is fully integrated in the instructional process, and is studied for its effects on everyday life in contemporary schooling.
- Teacher candidates need to be engaged in solving problems and dilemmas arising out of conflicts and incongruities between what works or is accepted in practice and research, using critical thinking and reflection as guiding principles.
- Teacher candidates should be well-grounded in their respective subject matter disciplines, including discipline-related methodology.
- Professional preparation must address the development of appropriate values, ethics, and attitudes relevant to the social-cultural contexts in which teacher candidates will practice.
- Professional preparation must include relevant pedagogical knowledge, skills, and dispositions that address both individual and group contexts/needs.
- A quality program is complemented by general, liberal, content-specific, and pre-professional knowledge that provides intellectual skills and important connections in the contemporary culture of teaching and schooling.
- A quality program includes continual self-reflection, assessment, and improvement, and is accountable to teacher candidates, the public schools, the State of West Virginia, and the generations of children in multiple locales that it will ultimately impact.

The theme, Teacher as Informed Decision Maker "Impacting Tomorrow through Education," recognizes that a teacher must be prepared to meet the complexities of classroom teaching by making informed, critical, and thoughtful decisions about the interaction of student, context and curriculum. Cognizant that the decisions chosen today will impact not only his or her students, but also the students of tomorrow and ultimately the world, the teacher must be confident that he or she is a fully informed and reflective practitioner. Decision making in the program is not structured in terms of right, wrong, or best ways, but in terms of "reasonable or professional" action taken in the best interest of the individuals in the context presented or experienced. Through professional education courses and clinical experiences, candidates examine decision making by observing, participating in beginning teacher tasks, and noting in journals instances in which the process occurs in the classroom. As they progress in their

clinical experiences, candidates are expected to become more analytical and reflective about the technical practices observed, noting not only what occurred, but why, and noting alternatives that might be more effective. Candidates reflect and report on connections between the theory they learn in the college classroom and the practice they experience in the public school setting. Likewise, candidates are encouraged to reflect throughout their programs upon overall classroom and school contexts in terms of the support for professional autonomy needed for teacher decision making, particularly as it relates to the needs of students, teachers, and society.

II. Accreditation Information

Please provide the following information about the program's accreditation status:

- A. Name and description of the accreditation organization.
National Council for Accreditation of Teacher Education
- B. Year program accredited (include copy of letter conferring accreditation).
2004
- C. Accreditation status:
Regular
- D. Attach copy of accreditation organization report to the college/university, if different from B.
Letter is attached
- E. If program deficiencies noted, please list nature of the deficiencies and the institutional actions undertaken (with appropriate timetables) to remedy deficiencies.
Some specialization areas were cited for deficiencies in the specialty area reports. Do we want to list them?

The NCATE report recommended that Fairmont State University intensified its efforts to recruit and retain a more diverse student body and faculty. The School of Education is in the process of developing strategies to respond to both of these accreditation recommendations.

- F. Attach a summary of last institutional self-study. Attached

III. Faculty

¹denotes tenure; ²denotes tenure-track

(Faculty not denoted as cited above are not eligible for tenure.)

Faculty rank appears under each name

(The following table is included in lieu of an appendix.)

Van Dempsey, Dean ¹ School of Education Professor of Education	Carolyn Crislip-Tacy, Chair ¹ Health and Human Performance Professor of Education
Warren Baker (1992) Assistant Professor of Education	Phillip Berryhill (1990) ¹ Coordinator, Elementary Education Professor of Education
Cheri Bradley (2001) Temporary Assistant Professor of Education	Robert Cable (1991) Instructor in Physical Education
Allen Colebank (1976) ¹ Professor of Education	James Elliott (1989) Temporary Instructor of Physical Education
Randy Hess (1982) Assistant Professor of Physical Education	Larry Hill (1968) Assistant Professor of Physical Education
Roxann Humbert (2001) ¹ Associate Professor of Education	Kristi James (2004) Temporary Instructor of Education
Gwen Jones (2003) ² Assistant Professor of Education	Charity Kabaiku (2004) Temporary Instructor of Education
Kristi Kiefer (1994) Temporary Asst. Professor, Physical Education	Judith Kreutzer (1983) ¹ Director and Professor, Family & Consumer Sciences
Christina Lavorata (1999) ¹ Associate Provost Associate Professor of Education	Michael Lopez (2002) Instructor in Physical Education
Nancy McClure (1998) ¹ Director, FSU Center for Teaching Excellence Associate Professor of Education	Stephen McDonald (1994) Instructor of Physical Education
Beverly Michaels ² Instructor of Health Education	Donald Moroose (1969) ¹ Professor of Education

Valerie Morphey (2000)¹
Associate Professor of Education

Timothy Murphy (2002)
Temporary Assistant Professor of
Physical Education

Donna Nuzum (1991)
Assistant Professor/Director of Community
Service Learning

Barb Owens (2005)
Director, FSU School-University
Partnership and Clinical Experiences

Stephen Pavlovic (2005)²
Assistant Professor of Education

Richard Pierce (2005)²
Assistant Professor of Education

Paul D. Reneau (2002)¹
Associate Professor of Physical Education

G.H. Budd Sapp (1997)¹
Professor of Education

Sharon Smith (2005)²
Associate Professor of Education

Patrick Snively (2004)
Temporary Instructor of Physical
Education

Brent Vincent (2004)
Temporary Instructor of Health & Physical
Education

In cases where course enrollment demands are greater than faculty load time available for teaching, two strategies are used to provide instruction. Adjuncts who hold at least a masters degree and appropriate content/academic credentials may be hired to teach courses as approved by the standing faculty in that academic area. Regular faculty may also be assigned an overload when an appropriate adjunct instructor cannot be identified.

Adjunct faculty and faculty overloads may also be used for supervision of clinical experiences. As with courses, adjunct faculty assigned to clinical supervision must have appropriate professional credentials to supervise teacher education candidates in public school settings. Regular faculty may also be assigned overloads for supervision of candidates in their academic areas.

All regular faculty, temporary appointments, and full-time instructors are expected to participate in faculty professional development provided through the FSU Center for Teaching Excellence. Faculty must also provide evidence in their annual faculty evaluations of participation in on-going professional development. The format for faculty evaluation is weighted toward rewarding faculty for participation in professional development and for sharing their knowledge and skills through collaborative initiatives and activities with other faculty.

IV. Assessment Information

Admission to Teacher Education

Any student may enroll in EDUC 2200, Introduction to Education, or EDUC 2220, Introduction to Special Education. While enrolled in EDUC 2200, teacher candidates will complete a “Declaration of Intent” to the Dean of Education as the initial step in the application process.

In order to be admitted to teacher education a candidate must have:

- 1) Obtained a score of 18 or above on both the Reading and Composite sections of the ACT. (For those taking SAT the equivalent scores are a combined verbal and math score of 870 or above, and a verbal score of 450 or above);
- 2) Earned passing scores on all three sections of the Pre-Professional Skills Test (PPST);
- 3) Completed a criminal background check;
- 4) All education major candidates are required to have a 2.75 overall GPA, in each teaching specialization, and in their education classes.

Students are expected to apply for admission to teacher education while enrolled in EDUC 2200 and will be notified in writing of the decision to admit or not admit. Teacher Education candidates are expected to achieve a GPA of at least 2.75 overall in each content area and in professional education courses in order to be admitted to Clinical III/Student Teaching.

Bachelor of Arts in Education

The Liberal Studies requirement for FSU Teacher Education students differs for elementary and middle/adolescent education programs; however, each consists of a minimum of 45 credit hours distributed over humanities, mathematics, natural sciences and physical education and health. The Liberal Studies requirements for elementary education also fulfill selected requirements for the Elementary/K-6 specializations and are included with the Elementary and the Early/Middle Specialization in determining the 2.75 GPA requirement for eligibility for the Clinical III/Student Teaching component of the program.

To meet the requirements for the Bachelor of Arts in Education, the candidate must:

- 1) Earn a minimum of 128 hours of credit in approved subjects, with a GPA of 2.75 or better for all courses attempted;
- 2) Attain a 2.75 average in each teaching specialization and professional education;
- 3) Meet the general and specific requirements set up for the curriculum and teaching specialization(s) elected;
- 4) Achieve acceptable scores on the PPST.

Teaching Curricula

Fairmont State University recommends for professional licensure only those persons who have graduated and have satisfactorily completed a teacher education curriculum approved by the West Virginia Board of Education. The University offers curricula for early, middle and adolescent education leading to the degree of Bachelor of Arts in Education. Students who satisfactorily complete a teaching curriculum in a given area and achieve passing scores on the PPST, PLT, and appropriate content exams will be recommended for a professional certificate in one of the following areas:

K-6	K-Adult
Pre K-Adult	5-9
5-Adult	9-Adult

Specializations which may be added include Mentally Impaired, Specific Learning Disabilities, Multi-Categorical and various academic subject specializations.

See Appendix V for a listing of certification-specific academic requirements under the Bachelor of Education degree. These courses are required for certification in West Virginia, and are components of the programs of study.

Clinical Experiences

The standards of practice that guide the assessment of clinical experiences are adopted from the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC, an initiative based in the Chief State School Officers national organization, provides a framework for guiding high quality teacher education in the United States. The “INTASC Standards” are a set of 10 standards of practice used across the country to guide teacher education and articulate the knowledge and skills teacher candidates should master to enter the profession. These ten INTASC standards provide the framework for the assessment of clinical practice in teacher education at Fairmont State University.

Student teaching is required in all programs and is evaluated on a basis of “Pass,” “Incomplete,” or “Fail.” Students must maintain at least a “C” average in the coursework portion of Clinical III (EDUC 3390, or EDUC 3395) in order to be eligible for the student teaching experience. Students must complete student teaching or comparable experience at all developmental levels and in all of the teaching specializations for which they expect to be licensed. At the present time, student teaching experiences are provided in the surrounding public school systems. All such experiences are cooperatively administered by university and public school personnel. Due to the uniqueness of the off-campus student teaching experience, a candidate may be administratively removed if there is cause to do so.

The following sequence is required for all teacher education candidates:

Clinical I: This is a one-credit lab that must be completed as a clinical experience in the public school setting. The clinical experience will allow the teacher candidate the opportunity to apply and reflect on his/her content, professional and pedagogical knowledge, skills, and dispositions in a variety of settings.

Clinical II: This requirement consists of two one-credit hour labs that must be completed as a clinical experience in the public school setting. The clinical experience will allow the teacher candidate the opportunity to apply and reflect on his/her content, professional and pedagogical knowledge, skills and dispositions in a variety of settings. In addition, the teacher candidate will be provided with experiences that allow for immersion in the learning community so that s/he is able to demonstrate proficiency in the professional role for which s/he is preparing.

Clinical III/Student Teaching: In order to enroll in Clinical III/Student Teaching, a teacher candidate must complete the “Application to Clinical III” packet and meet the

requirements listed below for student teaching. All liberal studies requirements of the University as well as the minimum requirements of the teaching specialization must be completed before Clinical III/Student Teaching can be scheduled.

In order to enroll in Clinical III the teacher candidate must:

- 1) Be officially admitted to teacher education;
- 2) Complete at least 108 semester hours with a minimum GPA of 2.75 overall in education foundation and professional education courses, and each teaching specialization. All courses in the teaching specialization which are marked by an asterisk in this catalog must be completed prior to admission to Clinical III.
- 3) Complete a background check by the Criminal Investigation Bureau of the West Virginia State Police and/or the FBI;
- 4) Provide evidence of good moral character and professional dispositions as evidenced by positive evaluations from Clinicals I and II, faculty, advisors, students, and the community.

PRAXIS II and PLT

Successful completion of the appropriate PRAXIS II Specialty Area test(s) and Principles of Learning and Teaching (PLT) are requirements for licensure. A report of the Specialty Area Test(s) and PLT scores must accompany the application for licensure to the West Virginia Department of Education. If the test scores do not meet the state minimum score, the application must be held pending receipt of acceptable scores. Candidates should keep in mind that a denial of licensure at the time of graduation may subject them to changes in program requirements if they seek licensure later.

- Early/Middle Education: Candidates expecting to be licensed for Elementary Education K-6 and an academic specialization must achieve acceptable scores in both areas.
- Middle/Adolescent Education: Candidates expecting to be licensed for teaching in grades 5-Adult or 9-Adult must take the Specialty Area Test consistent with the specialization(s) to be named on the license. If they expect to be licensed in two specializations, they must achieve acceptable scores in both specializations.
- Pre-K—Adult Education: A candidate expecting to be licensed for teaching in grades Pre-K—Adult must achieve acceptable scores on the Specialty Area Test consistent with the Pre-K—Adult Specialization to be named on the license.

University Recommendation Prerequisite to Certification

University recommendation shall take into consideration Chapter 18A Section 3, Article 1 of the West Virginia School Law which reads, “A certificate to teach shall not be granted to any person who is not of good moral character and physically and mentally qualified to perform the duties of a teacher, and shall not have attained the age of eighteen years on or before the first day of October of the year in which the certificate is issued”

The issuance of original certification shall require:

- 1) The recommendation of the Dean of Education, in consultation with the supervisor of student teachers and chairperson of the department offering the student's chosen specialization. This recommendation is expected to reflect, in addition to academic criteria, satisfactory performance on the part of the applicant in a typical classroom situation.
- 2) An official statement by the Dean of Education that the approved program has been completed in full.

Program Improvement through Assessment Data

The most significant example of program improvement based on data is found in changes to the admission standard. In the past, PPST was used as a measure for program completion, but was not tied to matriculation prior to final clinical experiences and program completion. After examination of PPST performance from past students and probability of program completion for those who struggled with the test, admissions conditions based on ACT performance and provision of a passing score were implemented as criteria for admission.

Faculty are currently in the process of examining clinical assessment to ensure that analysis of performance in clinical experiences provides benchmarks for evidence of progressive mastery of the knowledge base and skills for teaching. In the past, data from assessments of clinical experiences have not allowed for benchmarking growth from Clinical I to II and then to III. Also, articulation of the evidence necessary to distinguish levels of performance in each clinical was not clear. The current revisions of clinical assessment rubrics will be framed around the ability to accomplish these tasks and provide this benchmarking in the clinical experiences.

The School of Education, in cooperation with the University, is in the process of completing a web-based process for documenting and archiving student matriculation in teacher education. When complete and fully operational, all data on teacher education program components will be archived in one database accessible for production of student records and for data analysis to support program improvement. The anticipated date for completion of the development of the website is spring 2007.

V. Graduate Follow-Up and Employer Satisfaction

The School of Education contacts program graduates each year through a follow-up survey. The survey includes items related to post-graduate employment positions or graduate school options taken. Information from this survey is filed each year with the WV Department of Education. A sample report from 2005 is attached.

VI. Viability

1. Off-Campus Classes (Appendix II not applicable)

During each semester, all foundational courses include on-line sections. Students may enroll in these sections based on individual circumstances or desire to take the course on-line. Some foundational courses are taught at off-campus sites in select counties in the Fairmont State University region (determined on a need basis).

2. Service Courses (Appendix III not applicable)

As part of the process for certification, other schools and colleges provide service courses to Teacher Education. Professional Education courses are closed to other majors with the exception of EDUC 2200 and 2220, which are open to students who plan to enter the major but have not yet been formally admitted. EDUC 2200 and 2220 are required for students in the following programs delivered by Pierpont Community and Technical College at Fairmont State University: Para Professional; Para Educator, Classroom Teaching Assistant. EDUC 2220 is required for students in the Early Childhood Program and the Early Childhood Teaching Assistant program.

3. Articulation Agreements

NA

4. Course Enrollment

See Attachment IV for information on enrollment patterns.

5. Enrollment

Under the current program guidelines, a student may be a “program completer” for graduation purposes by meeting one of two definitions. One, a student may complete all academic and clinical components of the program of study, but not complete the PRAXIS test series. Those students may be awarded an academic degree, but will not be recommended for certification. Two, a student may complete all academic and clinical components, and pass all required tests in the PRAXIS series. Students in this case will receive an academic degree and recommendation for certification. (In essence, a “program completer” for graduation purposes need only meet the academic requirements of Fairmont State University. For licensure purposes, the West Virginia Department of Education defines a program completer as a candidate who has met all certification requirements.

(See the narrative below under “Projections” for information on enrollment as related to the admissions-completion continuum.

6. Enrollment Projections

The School of Education has implemented admissions policy changes to attempt to reduce the number of students who would be admitted but ultimately fail to complete the program of study. In the past, more liberal admissions standards allowed students to begin the program of study who would ultimately be removed from the program because they could not pass PPST. Measures to reduce the number of students in this situation include: 1) Implementing an on-line support course to help students prepare for the test; and 2) Raising the required ACT score to 18 which in effect precluded students who were not likely to pass PPST from pursuing admission to teacher education.

Prior to the decision by the School of Education to raise the ACT score to 18 and enforcing the PPST rigorously, admission criteria were not strong predictors of program completion. Large numbers of students formally admitted ultimately could not complete

the program because of: 1) inability to pass the PPST test requirement prior to student teaching; and/or, 2) inability to maintain GPA requirements.

In 2004 the School of Education implemented an ACT base score of 18, and passing scores on PPST are now required for admission. As a result, future admissions numbers will have greater predictive value for program completion.

7. Cost per Student Credit Hour:

HEPC no longer provides data necessary to calculate this cost. Students are assessed special fees for clinical experiences to cover additional programmatic costs incurred during clinical experiences.

The School of Education is in the process of revising its structures for clinical experiences. The long term plan is to reduce the costs currently necessary for adjunct hiring and assignment of overload instructional hours to faculty.

B. Necessity: (Provide narrative summary for each of the following)

1. Job Placement:

National trends in the education profession continue to exhibit an exodus of teachers from the classroom into retirement and other professions. Since the mid-1990s, career teachers in transition have outnumbered those entering after graduating from teacher education programs. This pattern is evident in West Virginia in most secondary content fields, and is particularly acute in Special Education, Foreign Languages, Mathematics, and Science. The eastern panhandle continues to struggle with meeting the needs for new teachers in classrooms as career teachers move to northern Virginia, Maryland, Pennsylvania, and Washington, DC. Border states with West Virginia are experiencing even more dramatic supply-demand problems in the numbers of teachers entering the profession across all specialization areas.

As part of the NCATE accreditation process, for program improvement, and for institutional analysis, the School of education will develop a graduate follow-up process to track the activities of graduates in the first three years of teaching or other post-graduation options alumni may pursue. A basic structure and preliminary data on graduates for this process should be in place by January 2008.

2. Similar Programs:

All public and private institutions of higher education offer education degrees. This pattern is true in all states as there are approximately 1300 institutions that prepare teachers in the United States. The education major is a generally ubiquitous program study across colleges and universities. Because states control the licensure and certification of teachers, all states' higher education systems have included teacher education program in state institutions as a mechanism to serve policy and public interests in maintaining both an adequate supply of teachers and program standards as determined by the states.

C. Consistency with Mission:

Fairmont State is a comprehensive, multi-site, public, co-educational institution with two administratively linked academic units – Fairmont State and Fairmont State Community and Technical College. Many of its students, who come primarily from the counties of north central West Virginia, are the first generation of their families to attend college, adults returning to college or enrolling in higher education for the first time, and transfer students. This is particularly true of students who pursue professional studies in Teacher Education. The Teacher Education major has historically been one selected by students who are the first in their family to attend college and the most popular option among professional school choices.

Fairmont State focuses resources on programs that prepare students for careers and advanced education. Along with its significant history of teacher education, the institution provides a broad spectrum of degree options in business, fine and liberal arts, and social and natural sciences and offers programs with specialized accreditation in engineering technology and health careers. As a multipurpose institution, Fairmont State provides seamless transitions from public schools, certificate programs, or associate degrees to baccalaureate degrees. Faculty across campus in multiple programs are critical resources in the content area preparation of teacher candidates, and in content-specific pedagogical knowledge bases. These academic offerings are complemented by active sports and fine arts programs. Contemporary film, lecture, and music series are important parts of an outstanding cultural and social calendar.

Fairmont State is closely identified with its community. Partnerships with business and industry, public schools, government agencies, and other organizations, e.g. Leadership Marion, Academic Alliances, etc. contribute to the economic development of the region and general improvement in the quality of life. Through these community relationships and educational programs, Fairmont State fosters enlightened and productive citizenship. The Teacher Education program takes on that responsibility seriously through its efforts to build a school-university partnership that engages local school, school districts and community stakeholders in efforts to support high quality schooling in West Virginia.

Appendix IV**Total Enrollment Patterns by Semester/Year
(Available Data)**

2003 – 2004

Fall	Spring
962	1311

2004 – 2005

Fall	Spring
1895	1493

2005-2006

Fall	Spring
1217	1116

Appendix IV (con't)

Course Enrollments by Semester
Fall 2003 – Spring 2006

Course	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06
EDUC 2200 Introduction to Education	170	192	220	162	165	218
EDUC 2201 Instructional Technology		156	214	172	125	69
EDUC 2202 Human Growth and Development		176	294	168	113	74
EDUC 2220 Areas of Exception in Spec. Educ.	42	47	96	49	40	50
EDUC 2225 Computer Education		3			4	
EDUC 2226 Technology in Instruction	14		7		10	2
EDUC 3300 The Reading Process	43					
EDUC 3302 Human Growth and Development	131					
EDUC 3303 Educational Psychology	51					
EDUC 3304 Developmental Reading	79					
EDUC 3305 Human Exceptionality and Cultural Diversity	58					
EDUC 3306 Instructional Technology	76					
EDUC 3307 Instructional Technology II	4		2		7	2
EDUC 3310 LA/SS in Elementary School	29					
EDUC 3317 Specific Learning Disabilities	21		23		21	
EDUC 3318 Behavior Disorders		21		26		19
EDUC 3320 Education of MI	24		15		8	
EDUC 3321 Techniques in Special Education		12		17		4
EDUC 3326 Core K&S Handicap Learn		10		14		3

EDUC 3330 The Reading Process		48	76	56	31	30
EDUC 3331 Reading in the Content Area		108	117	169	60	54
EDUC 3350 Language Arts/Social Studies		34	62	42	27	34
EDUC 3351 Human Exceptionality & Cultural Diversity		132	166	149	132	148
EDUC 3352 Educational Psychology		84	117	137	92	94
EDUC 3390 Elementary Classroom Organization and Practices		51	43	40	43	40
EDUC 3395 Secondary Classroom Organization and Practices					34	
EDUC 4400 Classroom Organization and Practices I	41					
EDUC 4401 Classroom Organization and Practices II	41					
EDUC 4420 Student Teaching Elementary	40					
EDUC 4421 Student Teaching K-12	30					
EDUC 4432 Eval Tech in Secondary School	23	42	48			
EDUC 4433 Planning in Secondary School	23	42	24			
EDUC 4446 App Practicum: Learning Disabled	6	7	4	6	9	2
EDUC 4450 Student Teaching Secondary	17					
EDUC 4470 Student Teaching Mental Impair	1		1			
EDUC 4471 Student Teaching in SLD	1	1				
EDUC 4472 Student Teaching in Multi-Categorical	4	7	4	6	3	6
EDUC 4490 Elementary Student Teaching		54	80	43	43	45
EDUC 4495 Secondary K-12 Student Teaching		64	35	58	45	48

Appendix V

All students pursuing a Bachelor of Education at Fairmont State University must complete the academic requirements set forth by the institution.

In addition, students must complete academic coursework as required by the West Virginia Board of Education. These requirements, listed in the attached Curriculum Summary Sheets for each specialization area attached to the Bachelor of Education.



**Fairmont State
School of Education
Teacher Education Program**

Faculty Vitae

***Informed Decision Maker
"Impacting Tomorrow Through Education"***

June 2003 • Fairmont, WV 26554

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Professor Warren Baker	Assistant Professor
Dr. Philip Berryhill	Professor
*Professor L. Cheri Bradley	Assistant Professor
Dr. Allen Colebank	Professor
*Dr. Roxann Humbert	Assistant Professor/ Director of Learning Technology
Dr. Gwendolyn Jones	Assistant Professor
Dr. Christina Lavorata	Assistant Professor
Dr. Valerie Morphew	Associate Professor
Dr. Donald Moroose	Professor/Director of Clinical Experiences
Dr. Ravic Ringlaben	Dean of Teacher Education/ Director of Graduate Studies
Dr. Gerald "Budd" Sapp	Associate Professor
Dr. Eva Gabriele van der Giessen	Associate Professor

*not SOE/FT

FACULTY DATA SHEET

Name E. Warren Baker
Title Assistant Professor
Area of Specialization Education
Appointment Date 1991

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	M.A.	Guidance & Counseling	1981
West Virginia University	B.S.	Secondary Education & Social Studies Physical Education	1977

Professional Experiences

West Virginia Wesleyan College, Buckhannon, WV 26201
 Assistant Basketball Coach and Instructor

Westover Junior High School, Morgantown, WV 26505
 Guidance Counselor

Teaching/Advising and Administrative Load

Fall 2003

Course(s)	Advising	Administrative
2200 Introduction to Education	Minority Mentoring	
2200 Introduction to Education		
2202 Human Growth and Development	Sophomore Advisor	
		Student Teacher Supervision

Spring 2004

Course(s)	Advising	Administrative
2200 Introduction to Education	Minority Mentoring	
2200 Introduction to Education		
2202 Human Growth and Development	Sophomore Advisor	
2202 Human Growth and Development Clinical Experience		
		Student Teacher Supervision

Scholarship

- **Grants or Contracts Submitted/Awarded**
Kappa Delta Phi – Grant for Future Teachers Academy

Services

- **Professional and Academic Association Affiliations**

Academic/Athletic Liaison-Fairmont State College
 National AIDS Taskforce
 National Association of Basketball Coaches
 National Arthritis Foundation
 INSPIRE Committee
 West Virginia AIDS Awareness Task Force
 WVU Children's Hospital Fund Raising Committee
 WVU Alumni Association
 WVU Varsity Club
 WVU Mountaineer Athletic Club
 Mountaineer Sports Network-Basketball Analyst-Local H.S.
 American Cancer Society

Current Professional Assignments and Activities

Motivational Speaker-Local Middle and High Schools
 Teacher Education Selection Committee
 NCATE Committees
 Middle School Institute-Director
 Faculty and Staff Selection Committee
 Communications Committee

Diversity Training Seminar
Academic Appeals Board
Future Teacher Academy-Director
Project Ample-Guest Instructor
FSC Diversity Camp-Guest Instructor
Athletic Banquet Speaker-Various Middle and High Schools
Athletic Camp-Speaker

FACULTY DATA SHEET

Name Philip C. Berryhill D.ED.

Title Coordinator Elementary Education

Area of Specializations Education

Appointment Date 1990

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	Post Doctoral	Safety Environmental Management	1997
Pennsylvania State University	Doctor of Education	Curriculum And Instruction	1983
Pennsylvania State University	Master of Public Administration	Public Administration	1981
California State University	Master of Education	Reading Specialist	1973
Edinboro State University	Bachelor of Science	Elementary Education	1971

Teaching/Advising and Administrative Load

Spring 2003

Course(s)	Advising	Administrative
EDUC 300: The Reading Process (3 hours)	Total Advisees (35)	Elementary Education Coordinator
EDUC 304: Developmental Reading (3 hours)		
EDUC 420: Student Teaching Supervision		Student Teacher Supervision

Fall 2003

Course(s)	Advising	Administrative
EDUC 300: The Reading Process (3 hours)	Total Advisees (35)	Elementary Education Coordination
EDUC 304: Developmental Reading (3 hours)		
EDUC 420: Student Teaching Supervision (3 hours)		Student Teacher Supervision

• **Professional Experiences**

- Fairmont State College, Professor of Education 1990-Present
- Lock Haven University, Asst. Professor of Education 1989-1990
- Huntingdon Area School District, PA, Reading Coordinator 1987-1989
- Pinellas County School District, FL, Grade 4 Teacher 1986-1987
- Huntingdon Area School District, PA Reading Specialist 1984-1986
- Bald Eagle Area School District, PA Reading Specialist 1983-1984
- Penn State Univ Summer Upward Bound Language Arts Instructor 1980-1982
- Penn State University, Student Teaching Supervisor 1979-1983
- Clearfield Area School District, Grade 6, Reading Spec/Coord 1974-1979
- Millcreek School District, Grades 5/6 Social Studies 1973-1974
- California University of PA, Grad. Asst. Education Dept 1971-1973

• **Professional Certifications and Licensure**

- Series 7 Financial Brokers License 1987
- Series 67 Blue Sky Financial Brokers License 1987
- Secondary Principals Certificate-Administrative I 1985
- Elementary Principals Certificate-Administrative II 1985
- Reading Supervisors Certificate-Supervisory I 1981
- Reading Specialist Certificate Permanent-Instructional II 1978
- Elementary Education Certificate Permanent-Instructional II 1978

• **Current Professional and Academic Association Memberships**

- Phi Delta Kappa
- International Reading Association
- Association of Supervision and Curriculum Development
- Marion County Reading Council

- **Current Professional Assignments and Activities**
 - Faculty Senate
 - Library Committee
 - Academic Appeals Committee
 - Family and Consumer Science Committee
 - Director Learning Plus Lab
- **Other Professional Activities**
 - NCATE Retreat Annual 1991-Present
 - WVACTE Conference, Charleston, WV 1993
 - Presenter, Campus Visitation Day 1993-1997
 - Facilitator, Reading Satellite Conference 1996
 - Presenter, Flemington Pre School, Parents & Reading 1995& 1997
 - Orientation Presentation, East Park Elementary School 1997
- **Publications**
 - “Reading Across the Curriculum: A Research Report for Teachers,” (pp. 182-205), Bloomington, IN: ERIC, 1992.
 - “Reading in the content Area of Social Studies,” Reading in the Content Area: Research for Teachers (pp. 66-74), Newark, DE, IRA, 1984.
- **Research**
 - “A Survey of the Existing Organizational Climate in Central Pennsylvania compensatory Reading Programs as Perceived by Program Reading Specialists, Compensatory Reading Program Leaders, and School Principals,” 1984 Doctoral Research funded by the Pennsylvania State Department of Education, the Pennsylvania State University.
 - “A Study of the Title I Compensatory Education Program of the Elementary and Secondary Education Act of 1965,” 1981 Master’s Program Research for M.Ed. Program at California State University in Pennsylvania.

FACULTY DATA SHEET

Name L. Cheri Bradley
Title Assistant Professor of Education
Area of Specialization Special Education K-8
Appointment Date

Academic Degrees

Institution	Degree	Specialty	Date
University of Montana	Administration Endorsement	K-8	1994
Nova University	Supervisor Endorsement Special Education	K-8	1992
Nova University	Master in Science	Special Education	1990
University of Tulsa	Bachelor of Science	Elementary Education	1983

Teaching Licenses Held

State	Areas of Licensure	Validity Periods
Montana		

Presentation/Workshops

- Educational Methods for Teaching Children in Conflict
Western Montana College 1998
- Educational Teaching Methods for Math/Science Instruction
Consultant for Curriculum Services Associates/City University,
Washington State 1996-1997
- Social Skills Training for ADHD, CHADD Workshop 1993
- Instructional Coaching, Integrating Science and Technology, 1993
- Behavior Management Techniques for Children in Conflict 1992
- Building Partnerships for the Year 2000, Council for Exceptional Children State Meeting

Teaching/Advising and Administrative Load

Fall 2003

Course(s)	Advising	Administrative
Human Exceptionality/Cultural Diversity Ed. 3305		
Human Exceptionality/Cultural Diversity Ed. 3305		

Spring 2004

Course(s)	Advising	Administrative
Human Exceptionality/Cultural Diversity Ed. 3351		
Human Exceptionality/Cultural Diversity Ed. 3351		

Services

- **Professional Affiliations**
 - Youth Academy Board Member 2002-2003
 - HOPE Inc Board of Directors 2003
 - Leadership Marion Board of Directors 2003
 - Friends of the Library 2003

- **Committees**
 - President's Advisory Committee on Equity and Diversity 2002-2003
 - Fairmont State Art Council Advisory Committee 2003

FACULTY DATA SHEET

Name Allen Colebank, ED.D.
Title Professor and Assistant Chairperson
Area of Specializations Education/HHP
Appointment Date 1976

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	Doctor of Education	Curriculum and Instruction	1972
West Virginia University	Master of Science	Agricultural Education	1965
West Virginia University	Bachelor of Science	Agricultural Education	1958

• **Professional Experience**

- Fairmont State College
Assistant Chairperson and Professor of Education 1976-present
- West Virginia University Foundation
Director of Annual Giving 1973-1976
- West Virginia University
College of Agriculture-Teaching Assistant 1961-1972
- University High School
Vo-Ag Teacher 1960-1961

Teaching/Advising and Administrative Load

Spring 2003

Course(s)	Advising	Administrative
EDUC 3395	Total Advisees (38)	Secondary Classroom Org. & Practices (4 hours)
EDUC 4495	Total Advisees (38)	Student Teaching Experience (Secondary/K-12) (5 hours)
		Assistant Chairperson (3 hours)

Summer II 2003

EDUC 303	Total Advisees (38)	Educational Psychology
EDUC 305	Total Advisees (38)	Human Exceptionality and Cultural Diversity

Fall 2003

Course(s)	Advising	Administrative
EDUC 3303 (3 hours)	Total Advisees (38)	Educational Psychology (3 hours)
EDUC 421	Total Advisees (38)	Student Teaching Experience (Secondary K-12)
EDUC 422	Total Advisees (38)	Student Teaching Experience (Secondary K-12)
EDUC 450	Total Advisees (38)	Student Teaching Experience (Secondary K-12)

- **Professional Affiliations**

- Phi Delta Kappa
- Gamma Sigma Delta
- CEC
- WVACTE/ATE

- **Committees**

- Admission to Teacher Education Chairperson
- Faculty Welfare Committee
- President, Faculty Senate
- Honorary Degree Committee
- Admissions and Credits Committee
- Chairperson, College United Way Campaign
- Budget Committee
- North Central Steering Committee
- Commencement Committee
- Commencement Marshall
- Parking Committee
- Facilities Committee
- School Consolidation Committee

- **Other**

- **Research** (list funded or personal research, special studies, documented research in progress)
 - Graduate Assessment Record-Survey of Recent Fairmont State Graduates in Education.

FACULTY DATA SHEET

Name Dr. Roxann A. Humbert

Title Assistant Professor of Education/Director of Learning Technologies

Area of Specializations Online Learning, Instructional Technology, Assessment,
Educational Psychology

Appointment Date 2001 Assistant Professor of Education

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	Educational Psychology, Quantitative Methods Curriculum and Instruction	Testing and Measurement Statistics	1986
West Virginia University	Family Resources		1982
West Virginia University	Home Economics Education		1978

Teaching Licenses Held

State	Areas of Licensure	Validity Periods
PA	Home Economics K-12	Permanent

Teaching/Advising and Administrative Load

Spring 2004

Course(s)	Advising	Administrative
ED2201: Instructional Technology Sections 1 & 2 (online)		Director of Learning Technologies (75%)

Fall 2003

Course(s)	Advising	Administrative
ED306: Instructional Technology (online)		Director of Learning Technologies (75%)
ED307: Instructional Technology II (New Online Course)		

Presentations & Workshops

Spring 2004

- Co-presented “Meeting Diversity Needs of Student Teachers: One Campus's Approach” Association for Supervision Curriculum Development Annual Conference, New Orleans, Louisiana, March 2004
- Presented “Good Practice Respects Diverse Talents and Ways of Learning”, Fairmont State College’s Good Practice Luncheon Series, Fairmont, West Virginia, March 2004
- Presented “Good Practice Communicates High Expectations”, Fairmont State College’s Good Practice Luncheon Series, Fairmont, West Virginia, February 2004

Fall 2003

- Panel Participant “Online Course Development: Benchmarks for Success”, West Virginia Community College Association Fall Conference, Canaan Valley, West Virginia, November 2003
- Presented “Assessment in Online Courses”, West Virginia Community College Association Fall Conference, Canaan Valley, West Virginia, November 2003

Summer 2003

- Panel Participant “Online Course Development: Assuring Faculty Success”, WebCT IMPACT 2003 National Conference, San Diego, California, July 2003
- Presented “Assessment in Online Courses: The Choices are More Than a),b),c),d)”, WebCT IMPACT 2003 National Conference, San Diego, California, July 2003
- Panel Participant “Online Course Development: Assuring Faculty Success”, WebCT Northeast Users Conference, Philadelphia, Pennsylvania, May 2003
- Presented “Assessment in Online Courses: The Choices are More Than a),b),c),d)”, WebCT Northeast Users Conference, Philadelphia, Pennsylvania, May 2003

Spring 2003

- Conducted Workshop “Developing a Campus-wide Plan for Online Learning”, Northern Community College, Wheeling, West Virginia, April 2003
- Presented: "Overview of WebCT", Northern Community College, Wheeling, West Virginia, April 2003

Fall 2002

- Co-presented “WebCT Opens the Door for a Multicultural Student Teaching Exchange”, WVNET 2002 Evolution in Action Conference, Morgantown, West Virginia, September 2002
- Panel Participant “Online Course Development: Assuring Faculty Success”, WVNET 2002 Evolution in Action Conference, Morgantown, West Virginia, September 2002

Summer 2002

- Conducted two-day hands-on training session “Introduction to WebCT”, West Virginia Northern Community College, Wheeling, West Virginia, May 2002

Spring 2002

- Panel Participant “Copyright Issues for Online Classes”, WVWP/ACRL Conference, Morgantown, West Virginia, April 2002

Fall 2001

- Presented “Designing Web-based courses for Multiple Learning Styles”, Fairmont State College’s Conversations in Teaching and Learning Series, Fairmont, West Virginia, October 2001.
- Presented “Still Searching After All These Years: The Current and Future State of Searching the World Wide Web”, WVNET 2001 Conference, Morgantown, West Virginia, September 2001

Services/Awards

College Service

- **Faculty Development Committee**
September 2002 - present, Member
- **Online Learning Advisory Committee**
September 2001 - present, Chair
- **International Committee**
September 2002-May 2003, Member

State/National Service

- **Phi Delta Kappa**
2004-present, Local Chapter Vice President for Programs
2001-2003, Local Chapter Newsletter Editor
2003-present, Local Chapter Web Master
1985-2001, Member
- **Southern Regional Education Board (SREB)**
2002-present, Campus Representative
- **West Virginia Association of Colleges for Teacher Education (WVACTE)**
2003-present, Web Master
2002-present, Member
- **West Virginia Council of International Programs**
2001-2003, Board Member
- **West Virginia Virtual Learning Network (WVVLN)**
2001-present, Campus Representative

Awards

- **Fall 2003 - Faculty Development Grant**
Awarded to take courses towards Master Online Teaching Certification from the Illinois Online Network
- **West Virginia Governor's Office of Technology Award 2000**
Awarded for Statewide Implementation of WebCT

Professional Development

Spring 2004

- Attended "Infusing Critical Thinking Skills Into the Existing Curriculum", Phi Delta Kappa Fastback Lecture Series, Morgantown, West Virginia, March 2004
- Attended: Parent Involvement Conference, WVACTE, WVATE, PDK, WVPTA, Fairmont State College, March 2004
- Completed eight-week online class, "Practicum" Illinois Online Network, January-March 2004

Fall 2003

- Attended: Fall WVACTE/WVATE Meeting, Glenville, West Virginia, October 2003
- Completed eight-week online class, "Copyright Issues for Educators" Illinois Online Network, November - December 2003
- Completed eight-week online class, "Instructional Design" Illinois Online Network, September - November 2003

Summer 2003

- Completed eight-week online class, "Technology Tools for Online Courses" Illinois Online Network, June - August 2003
- Completed eight-week online class, "Assessment in Online Courses" Illinois Online Network, May - July 2003
- Attended: WebCT Pre-conference workshop: Macromedia Flash Basics for WebCT Users, San Diego, California, July 2003
- Attended: WebCT Pre-conference workshop: Best Practices for the Integrated Environment, San Diego, California, July 2003
- Attended: WebCT Pre-conference workshop: Learning by Playing: Games in Your WebCT Course, San Diego, California, July 2003
- Attended: WebCT IMPACT 2003 National Conference, San Diego, California, July 2003
- Attended: WebCT Vista 2.0 Learning Context Administration Training, Marshall University, Huntington, West Virginia, June 2003
- Attended: Introduction to WebCT Vista 2.0 Training, Marshall University, Huntington, West Virginia, June 2003
- Attended: Teaching and Managing our WebCT Vista Section Training, Marshall University, Huntington, West Virginia, June 2003
- Attended: Building Advanced Components Training, Marshall University, Huntington, West Virginia, June 2003
- Attended Northeast WebCT Conference, Drexel University, Philadelphia, Pennsylvania, May 2003

Spring 2003

- Attended Workshop "Integrative Studies, Dr. William Newell", Fairmont State College, April 2003
- Completed eight-week online class, "Overview of Online Learning" Illinois Online Network, April 2003
- Attended: Spring WVACTE/WVATE Meeting, Cairo, West Virginia, February 2003
- Attended Workshop: "The 4 Aces of Effective Teaching, Dr. Richard Walls", Fairmont State College, February 2003

Fall 2002

- Attended: Campus Pipeline Certification Training Classes, Fairmont, West Virginia, December 2002
- Attended “Learning through Laughter”, Phi Delta Kappa Fastback Lecture Series, Morgantown, West Virginia, October 2002

Summer 2002

- Completed online seminar, "Elements of Quality Online Education" Sloan Center for Online Education at Olin and Babson Colleges, August 2002
- Attended WebCT Pre-conference workshop: Universal Design & Accessibility, Boston, Massachusetts, July 2002
- Attended WebCT Pre-conference workshop: Projects & Portfolios in WebCT, Boston, Massachusetts, July 2002
- Attended WebCT Pre-conference workshop: Making Sense of Intellectual Property in the Online Environment, Boston, Massachusetts, July 2002
- Attended WebCT Pre-conference workshop: Impact on Course Quality: The Exemplary Course Assessment Rubric, Boston, Massachusetts, July 2002
- Attended: WebCT IMPACT 2002 National Conference, Boston Massachusetts, July 2002

Spring 2002

- Attended: Summit 2002 Conference, Anaheim, California, March 2002

FACULTY DATA SHEET

Name Gwendolyn Rae Jones ED. D
Title Professor of Education
Area of Specializations Comprehensive Special ED.
Appointment Date 2003

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	Ed. D Education	Curriculum and Instruction	1993
University of Connecticut	MA Education	Comprehensive Special Ed.	1983
Eastern Connecticut State University	BA Sociology/ Applied Social Relations	Psychology and Athletic Coaching	1981

Teaching Licenses Held

State	Areas of Licensure	Validity Periods
West Virginia	Comprehensive Special Education	Permanent Professional Certificate
Connecticut	Comprehensive Special Education K-12 History 5-12	Permanent Professional Certificate

Teaching/Advising and Administrative Load

I established and implemented program for special needs children at St. Francis Central Catholic, Fall 2001. Coordinated extended studies for gifted students. Established and administered creative problem solving program associated with Odyssey of the Mind and Destination of Imagination programs. Established and administered a robotics team in September 2002. I was administrator and teacher of SummerFest, a school program for gifted elementary and middle school children. I also worked as part of a research team examining the context of teacher education. The study was a national effort coordinated by the Ford Foundation. I was also a graduate assistant to the Foxfire Project, a national teacher based education initiative the embraces Dewey's concept of active, and community integrated learning.

Spring 2003

Course(s)	Advising	Administrative
Human Growth and Development		
Areas of Exceptionality		

Scholarship

- **Publications**
 - "The Danish Folk High School in Appalachia" Lock Haven International Review, Issue 9, 1995.
- **Papers Presented at Professional Meetings And Research Endeavors**
 - Conducted training for St. Francis Central Catholic school faculty on the characteristics of Learning Disabled students, as well as the most recent findings on the best educational practices to address the needs of these students. Two training sessions were conducted in the fall of 2001.
 - Presented a classroom technology project, which integrated science, language arts, and student use of the Internet to exchange their completed writings with other students in various parts of the state at the annual regional Catholic Schools Conference in Columbus, Ohio, September 1998.
 - Doctoral Dissertation titled "The Perceptions of Rural School Advocates in West Virginia". Interviewed nine rural school advocates and reported findings regarding how they perceive their community schools. Employed qualitative research methods to construct findings. Dissertation completed April 1993.
 - Worked as part of a two-person team to conduct a classroom based research project titled "The effect of Weather on Behavior". The results of this research

were presented as part of a panel on national conference for the Institute for Democracy and Education, June 1993.

- Presented new social studies instructional materials to a group of high school social studies teachers as part of a summer institute on the changes in Eastern and Western Europe, July 1992.
- Presented and facilitated discussions about action or teacher based research to Foxfire class. Served as a consultant for teachers interested in designing research projects in their classrooms, June 1991 to June 1992.
- Conducted research for Rabun Gap Elementary School, Rabun Gap, GA. The intent of the research was to discover what changes, if any, occurred in the standardized test scores building wide as a result of several recently implemented instructional innovations, June 1991.
- Presented as part of a panel titled "Oppression in the Classroom" at the National conference for the Institute for Democracy and Education, June 1990.
- Presented a paper titled "The Integration of Peace Education and West Virginia History" at national conference for the Consortium for Each and Education Research, October 1990.

Services

- **Professional Affiliations**
 - West Virginia Creativity Network Board Member, 1998 to present
 - SummerFest Administrative Assistant, 1997 to present
- **Community Service and Personal Interests**
 - Volunteer coach for youth basketball.
 - Tutored children with learning disabilities.
 - Extensive backpacking experience, including work with middle school and high school special education students, as well as hiking in California's High Sierras and the Appalachian Mountains from Georgia to Maine.

FACULTY DATA SHEET

Name: Dr. Christina M. Lavorata, Ed.D.

Title: Assistant Professor of Education

Area of Specializations: Elementary Education and Language Arts

Appointment Date: 1999 - Assistant Professor of Education

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	Degree of Doctor of Education (Ed.D.)	Elementary Education Language Arts	2001
West Virginia University	Masters of Arts (M.A.)	Elementary Education	1974
Fairmont State College	Bachelor of Arts in Education	Elementary Education	1970

Teaching Licenses Held

State	Areas of Licensure	Validity Periods
WV	Elementary Education	

Additional Areas of Training and Professional Development

- Online Course Development 2002

Teaching/Advising and Administrative Load

- Elementary Block
- Reading Courses (K-4 & 5-12)
- Supervision of Student Teachers
- Advisor to Elementary Education majors

Fall 2003

Course(s)	Advising	Administrative
EDUC 300: Reading K-4	Elementary Education Majors	
EDUC 304: Reading 5-12		
EDUC 401: BLOCK		
EDUC 420: Supervising		

Spring 2003

Course(s)	Advising	Administrative
EDUC 300: Reading K-4	Elementary Education Majors	
EDUC 304: Reading 5-12		
EDUC 401: BLOCK		
EDUC 420: Supervising		

Scholarship

- **Consulting/Workshop/In-Service Presentations**
 - Writing across the Curriculum
 - Teaching Spelling: Theories and Practical Ideas
 - Test Taking Strategies
 - Content Area Reading Skills
 - Using Rubrics to Assess Students' Writing

Services

- **Professional Affiliations**
 - Phi Delta Kappa
 - Delta Kappa Gamma
 - International Reading Association
 - W VA Reading Association
 - Marion County Reading Council
- **Committees**
 - Curriculum Chair (FSC)
 - Writing Intensive Courses (FSC)

- Graduate Studies (FSC)
- Harry J. Hadley Teaching Award Coordinator (SOE)
- Book Store Advisory Council
- WV State Writing Project Advisory Council
- **Other Professional Assignments and Activities**
 - Prepared Elementary Education Program Report for ACEI
 - Mentor for Public School Teaching Fellow
 - Online Course Instructor Marshall University

Selected Representative Honors

- Nominee for State Reading Teacher of the Year in Higher Education 2002
- Marion County Teacher of the Year 1992
- Marion County Language Arts Teacher of the Year 1988

Collaboration with Colleagues in the Disciplines and the Public Schools

- Rivesville School – Rubric Design for Writing Evaluations
- Blackshere Elementary School – Writing and Technology Across Curriculum
- Monongalia County – Project Enrich
- Monongalia County – Spelling Consultant
- South Middle School – Writing Goals Consultant
- Wetzel County Schools-Reading First Grant
- Nicholas County Schools-Writer In Residence

FACULTY DATA SHEET

Name: Valerie N. Morphew, Ed.D.

Title: Associate Professor of Education

Area of Specialization: Computer Education, Science Education

Appointment Date: August 2000

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	Ed.D.	Curriculum and Instruction	1994
Virginia Tech	M.A. Ed.	Curriculum and Instruction	1987
University of West Florida	B.S.	Interdisciplinary Sciences	1985
Central Florida Community College	A.S.	Computer and Electromechanical Technology	1981

Teaching Licenses Held

State	Areas of Licensure	Validity Periods
West Virginia	Biological Science 9-12 General Science 5-12	Through June 30, 2006
Virginia	General Science II Earth and Space Science Biology	Through June 30, 2007
Florida	Biology 6-12 Mg Gen Science – Junior High School 5-9 Mid Gr (Endorsement)	Expired 6/30/01

Additional Areas of Training and Professional Development

- WebCT Course Development: Received training as a WebCT Course Development grant recipient. 2002-2003
- WebCT Mentor Training: Received WebCT training as a WebCT mentor. 2002-2003
- Continuing Education: A+ coursework, Network+ coursework, Microsoft Certified Systems Engineer coursework, 2000-2001

Teaching/Advising and Administrative Load

Fall 2003

Course(s)	Advising	Administrative
EDUC 306: Instructional Technology (3 hours)	Elementary Education Majors	
EDUC 226: Technology in Instruction (3 hours)		
EDUC 302 Online: Human Growth and Development (3 hours)		
EDUC 200 Online: Introduction to Education (3 hours)		
EDUC 200 Honors: Introduction to Education Honors (3 hours)		

Spring 2004

Course(s)	Advising	Administrative
EDUC 2200: Introduction to Education	Elementary Education Majors	
EDUC 2201: Instructional Technology Online (3 hours)		
EDUC 2202: Human Growth and Development Online (3 hours)		

EDUC 2202: Human Growth and Development Online: Clinical Experience I (1 hour)		
EDUC 6305: Advanced Educational Technology and Media Online (3 hours)		

Scholarship

- **Publications**

Morphew, V. N. (2002). Learning in Advance. *Andragogy Today*.
<http://www.andragogytoday.com>.

Morphew, V. N. (2000). Strategies for teaching “female-friendly” science to women: Using history and research to guide instruction. In Jodi Bart (ed.) *Women Succeeding in the Sciences: Theories and Practices across Disciplines*. Purdue University Press: West Lafayette, Indiana.

Morphew, V. N. (2000). Web-based learning and instruction: A constructivist approach. In Linda Lau (ed.). *Distance Learning Technologies: Issues, Trends and Opportunities*. Idea Group Publishing: Hershey, PA.

Morphew, V. N. (1998, November). What the SOLs don't tell us. *Virginia Journal of Education*. Virginia Education Association: Richmond, p. 3.

Morphew, V. N. (1998). *Investigations in Science. Kindergarten: Book I*, Virginia Edition. Mountains Fair Press: Farmville, VA.

Morphew, V. N. (1998). Geological Societies. In Gregory A. Good (Vol. Ed.), *Sciences of the Earth: An Encyclopedia of Events, People and phenomena*. Garland Publishing: New York.

Morphew, V. N. (1998). Meteorological societies. In Gregory A. Good (Vol. Ed.), *Sciences of the Earth: An Encyclopedia of Events, People and phenomena*. Garland Publishing: New York.

Morphew, V. N. (1998). Natural History of Dew. In Gregory A. Good (Vol. Ed.), *Sciences of the Earth: An Encyclopedia of Events, People and phenomena*. Garland Publishing: New York.

- **Papers Presented at Professional Meetings**

Sapp, G., Vandergiessen, G., & Morphey, V. N. (2001). *WVNET Portal to the Future Conference, Development and Assessment of Electronic Portfolios for Preservice Teachers*. WVNET Conference, Morgantown, West Virginia.

Sapp, G., Moroose D., Lavorata, C., & Morphey, V. N. (2001). *Electronic Portfolio Development*.

Berryhill, P., McClure, N., Sapp, G., Vandergiessen, G., & Morphey, V. N. (2001, May) *Electronic Portfolios*. SUNRAY Academy. Greensboro, North Carolina.

Morphey, V. N. (1999, February). *Presented Project Wild workshop to Longwood Students*. Sponsored by the Virginia Department of Game and Inland Fisheries and the Virginia Division of the Izaak Walton League of America.

Burges, J. & Morphey, V. N. (1999, January). Faculty Panelist for Women's Leadership Program: *Presented on Servant Leadership for Female Longwood College students and served on faculty panel*.

Morphey, V. N. (1998, October). Presented *Creative Lesson Plans* to Kappa Delta Pi Honor Society, Longwood College.

Morphey, V. N. (1998). *Presentation on how to develop a professional teaching portfolio* at the Longwood College Liberal Studies/Elementary and Special Teacher Preparation Program Development Workshop on May 11, 1998.

Morphey, V. N. (1998). *Love your students*. Guest speaker presentation at the Kappa Delta Pi initiating program (An international honor society in education).

- **Consulting/Workshop/In-Service Presentations**

Morphey, V. N. (2001). *Technology Tips for Teachers*. Inservice workshop, Barrackville Elementary School. Barrackville, West Virginia.

Morphey, V. N. (2001). *Integrating Technology in the Classroom*. Inservice workshop, Barrackville Elementary School. Barrackville, West Virginia.

Morphey, V. N. (1999, February). Workshop Inservice Presenter: *Present a workshop to in-service teachers at L. L. Beazley Elementary School and William A. Walton Elementary School, in Prince George County, Virginia, to assist teachers with coordinating classroom activities with Virginia Standards of Learning in the Social Studies*.

Morphey, V. N. (1998, July). *Clinical faculty teacher for mathematics and computer science National Science Foundation Grant Summer Institute*: Taught science

- education activities for NSF grant project at Longwood College
- **Grants or Contracts Submitted/Awarded**

Faculty Release Time Grant. Release time to develop EDUC 226 online course. Fairmont State College. Spring 2003.

Project Director with Thelma Dalmas: Making the MoST of the SOLs - Eisenhower Grant Project/SCHEV. Turned over project to Thelma Dalmas when I left Longwood College in 1999.

Technology Release Time Grant. Longwood College. Fall 1997.

Eisenhower Grant: Project Director. Making the MoST of the SOLs (Math, Science, and Technology). Fall 1997 - Fall 1998. Funded.

Services

- **Professional Affiliations**
 - Phi Delta Kappa (PDK)
 - Associations for Educational Communications and Technology (AECT)
 - International Society for Technology in Education (ISTE)
 - The North American Society of Technology Professionals (NAATP)
- **Committees**
 - Academic Computing Advisory Committee
 - Academic Appeals Board
 - Admissions and Credit
 - NCATE Oversight Committee

Selected Representative Honors

- WebCT Mentor 2002-2003
- Who's Who of America's Teachers 2002
- Who's Who of America's Teachers 2000
- Who's Who of America's Teachers 1998

Collaboration with Colleagues in the Disciplines and the Public Schools

- WV IMPACT
- Future Teacher Academy
- SUNRAY Academy

FACULTY DATA SHEET

Name Donald A. Moroose ED. D
Title Director of Clinical Experiences
Area of Specializations Educational Psychology/Special Education
Appointment Date 1969

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	Post Doctoral	Special Education 18 hours	1982
West Virginia University	Doctor of Education	Counseling Guidance	1970
West Virginia University	Master of Arts	Counseling Guidance	1967
Fairmont State College	Bachelor Of Arts	Business/Social Studies	1965

Teaching/Advising and Administrative Load

Spring 2003

Course(s)	Advising	Administrative
EDUC 305 Online	Total Advisees (65)	Director of Clinical Experiences (6 hours)
		Coordinator of Graduate Program (3 hours)

Fall 2003

Course(s)	Advising	Administrative
EDUC 305: (3 hours) Online	Total Advisees (65)	Director of Clinical Experiences (6 hours)
		Coordinator of Graduate Program (3hours)

- **Papers Presented at Professional Meetings**
 - Almost Heaven II Conference, April 2000
“First Time WEBCT User From a Non Techie Perspective”
 - Almost Heaven III Conference, April 2001
“Team Teaching via WEBCT”
 - West Virginia Network Conference, September 2002
“Maximizing Student Participation in the Online Environment”
 - National WEBCT Conference, July 2003
“Online Course Development: Assuring Faculty Success
 - WVACTE Spring Meeting, February 2003
Presentation: “NCATE Visitations: An Analysis”
 - AACTE National Convention, Atlanta, Ga
1998: Presentation “Teacher as a Human Developer”

- **Other Publications, Papers and Manuscripts**
 - Performance Assessment Model, Teacher Education Program, School of Education, Fairmont State College (1998)
 - Professional Education Assessment: An Analysis of Core Courses, School of Education, Fairmont State College (1998)
 - Student Teaching Instructional Assessment: An Analysis of Student Teachers Perception of the Educational Program, School of Education, Fairmont State College, (1998)
 - Field Experience Handbook, School of Education, Fairmont State College (1998)
 - Student Teaching Instructional Assessment, Instrument jointly designed with Dr. Sam Securro, West Virginia State College, (1998)
 - Clinical Experience Assessment Forms: Clinical I, II, and III (2003)
 - NCATE Standards 3, Field Experience and Clinical Practice:
 - Collaboration Between Unit and School Partners
 - Design, implementation and Evaluation of Field Experiences and Clinical Practice
 - Candidates Development/Demonstration to Help all Students Learn (Chapter 3 of NCATE Institutional Report, Spring/Summer 2003

- **Consulting/Workshop/In-Service Presentations**
 - WV State Autism Society: Key Note Speaker at State Convention, Fall 2000
 - Presentation to Fairmont State Faculty, Spring 2001, “Developing EDF 621: Educational Research and Writing” a WEBCT course at the graduate level
 - Presentation to Marshall Faculty, August 2001 “Developing EDF 619: Advanced Educational Psychology”
 - East Fairmont High School, August 2001: “New Directions in Clinical Experiences

- **Grants or Contracts Submitted/Awarded**

- East Park Elementary, Marion County (2002)
\$25,000 grant where students assisted “at risk” first grade students achieve basic skills, included 58 prospective elementary education
- North View Elementary, Harrison County (2002)
“Every Minute Counts” A four week summer math program involving Title I primary at risk students utilizing elementary education students at Fairmont State
- Tunnelton Denver Elementary, Preston County (2002)
An Education First Innovation Grant Program to promote high levels of achievement in Science and Math
- Adamston Elementary, Harrison County (2001)
An extended day family program for the purpose of providing literacy with preschool and kindergarten children.
- School Of Education/ Mentally Impaired Students (1998)
A collaborative effort to develop activities for public school mentally impaired students at the FSC swimming pool. Recently utilized students at Barrackville Elementary and Marion County Vocational Center

- **Other**

- WEBCT Online Course Development: Fall, 2002: Education 305 Exceptionality and Cultural Diversity
- WEBCT Online Course Development: Spring, 2003: Education 220 Introduction to Exceptionalities
- Adjunct Professor, Marshall University, 1977 to present
- Benedum Collaborative: A partnership with WVU in developing PDS’s (Partnership Schools) 2003-2003

Services

- **Professional Affiliations**

- American Association of Colleges for Teacher Education
- Council of Exceptional Children
- West Virginia Association for Colleges of Teacher Education
- West Virginia Society for Autistic Children

- **Committees**

- **College**

- Admission to Teacher Education
- EPPAC
- Americans with Disabilities Task Force
- Budget and Finance: College Wide
- North Central Self Study
- Faculty Personnel
- Fairmont State Letterman’s Association

- NCATE Steering and Oversight
- Academic Awards
- Graduate School Committee
- Committee to Develop 5th Year Program
- Clinical Experience Committee

State Committees

- West Virginia Program Review Board 1998-Present
- NCATE/West Virginia Speciality Assurance Committee 1998-Present

Other

- City of Fairmont: Firemen's Civil Service Commission

- **Other Professional Assignments and Activities**

- Graduate School Coordinator: School of Education, 2003
- Masters of Arts in Teaching: FSC/Marshall University (Collaborative Programs)

Selected Representative Honors

- Faculty Achievement Award: Fairmont State College

Collaboration with Colleagues in the Disciplines and the Public Schools

- WVU/FSC Benedum Collaborative (PDS Model)
- Presentations at Public Schools
 - Rivesville Elementary and Middle
 - North Marion High School
 - Barnes Elementary
 - Jayenne Elementary
 - Dunbar Elementary
 - Fairview Elementary
 - Barrackville Elementary and Middle
 - Nutter Fort Elementary and Intermediate
 - Mannington Middle
 - Blackshere Elementary

FACULTY DATA SHEET

Name G.H. Budd Sapp, Ed.D.

Title Associate Professor of Education

Area of Specializations Pre K-Adult / Secondary Education

Appointment Date 1997-Public School Teaching Fellow

1998-Assistant Professor of Education

Academic Degrees

Institution	Degree	Specialty	Date
West Virginia University	Degree of Doctor of Education (Ed.D)	Curriculum and Instruction	1994
West Virginia University	Masters of Science (M.S.)	Physical Education and Athletic Training	1983
Fairmont State College	Bachelor of Arts in Education	Biological Science (Grades 7-12) Physical Education (Grades K-12)	1980

Teaching Licenses Held

State	Areas of Licensure	Validity Periods
West Virginia	Biological Science 7-12	Permanent Professional Certificate
West Virginia	Physical Education K-12	Permanent Professional Certificate

Teaching/Advising and Administrative Load

I have 45+ advisees who are Elementary Education Majors (Multi-Subjects K-6). Each faculty member in the School of Education advises Elementary Education Majors. Through the School of Education, I personally provide each advisee (that personally meets with me) with the following: Multi Subjects Model Schedules, K-6 Multi Subjects Program Evaluation, and Multi-Subjects Brochure. I also have available requested schedule forms, add/drop forms, etc. I also access the online Webfors system to assist advisees with the scheduling process in my office. I have an office hour posted each day of the week to help advisees on request as well as my email and office number.

Spring 2003

Course(s)	Advising	Administrative
EDUC 303: Educational Psychology (3 hours)	Elementary Education Majors	
EDUC 432: Evaluation Techniques in the Secondary School		
EDUC 421, 422, and 450: Student Teaching Experience (Grades K-12 and Secondary)		
EDUC 303 Online: Educational Psychology (3 hours)		

Fall 2003

Course(s)	Advising	Administrative
EDUC 303: Educational Psychology	Elementary Education Majors	
EDUC 432: Evaluation Techniques in the Secondary School		
EDUC 421, 422, and 450: Student Teaching Experience (Grades K-12 and Secondary)		

Scholarship

- **Publications**

- Sapp, G.H. (2002). *Diversity in a Non-Diverse State through Technology*.
- Sapp, G.H. (2002). *New Knowledge about Teaching and Learning through Policy and Technology*. Presented at the Annual Meeting of The American Association of Colleges for Teacher Education-New Orleans, Louisiana. Submitted to the ERIC Clearinghouses on Teacher Education, and Rural Schools.

- **Papers Presented at Professional Meetings**

- WVNET 2000 Conference (Lakeview Scanticon Resort, Morgantown, WV) – “Developing a Protocol that Utilizes WebCT in the Clinical Supervision of Student Teachers.”
- National Education Computing Conference 2001 (McCormick Place, Chicago, IL) – “On-line Student Teacher Supervision via WebCT: A S.U.N.R.A.Y. Project.”
- WVNET 2001 Conference (Lakeview Scanticon Resort, Morgantown, WV) – “Development and Assessment of Electronic Portfolios for Preservice Teachers.”
- Marion County Professional Staff Development (East Fairmont High School, Fairmont, WV) – New Directions in Clinical Experiences.”
- Virtual Presentation from North Carolina Central University-Durham, NC to Colorado Springs Resort-Orlando, FL (Council for Adult and Experiential Learning Conference) – “Web Based Teachers of Adult Learners.”
- Almost Heaven II WebCT Conference (Marshall University Graduate College-South Charleston, WV) “Use of WebCT in the Clinical Supervision of Student Teachers: A Pilot Project and Beyond.”
- In September, 1999, the University of North Carolina at Greensboro and SERVE, the university’s non-profit education organization, were awarded a three-year grant by the U.S. Department of Education to support a new education technology project for higher education. SUNRAY (Strategies for Understanding and Networking Resources, Actions, and e-Yearbooks) was one of 23 catalyst grants awarded nationally under the Preparing Tomorrow’s Teachers to Use Technology (PT3) program, a competitive discretionary grant program authorized under Title III of the Improving America’s School Act of 1994. Fairmont State College’s School of Education (SOE) was selected as one of eight cohort teacher education programs throughout the SEIR*TEC region to meet the stated goals and objectives of the PT3 grant.
- I, along with the FSC Cohort, have has the opportunity to make presentations related to utilizing WebCT in the supervision of student teachers and the development of electronic portfolios. Presentations have been made at the following S.U.N.R.A.Y. Academies (each semester 2000-2001): Rockhill, SC; Greensboro, NC; Durham, NC; and Fairmont State College.

- Phase II WV IMPACT Symposium on October 23, 2000 at Embassy Suites in Charleston, WV. Our PowerPoint presentation was entitled “Data Collection and Utilization in Teacher Education” and was based on the information provided by David C. Smith (former AACATE President and Dean Emeritus) at the Carolina 2000 Conference: Performance-Based Assessment in Teacher Education: The Dawning of a New Era.
 - Southeast Regional Meeting of the Association of Supervision and Curriculum Development on January 12, 2002. The title of the presentation was “Glean and Gather: Tour.” I presented an overview of the 2-day meeting in the last session.
 - AACATE Annual Meeting in New York on Monday, February 25, 2002. The presentation was a poster session titled: “Augmenting Supervision and Assessment of Student Teachers in WebCT”.
 - Marshall University Almost Heaven III Conference in South Charleston, WV on April 18, 2002. The title of the presentation was: “Maximizing Student Participation in the Online Learning Environment”.
 - S.U.N.R.A.Y. Academy (Preparing Tomorrow’s Teachers to Use Technology – PT3). The presentation was made at the Universidad Metropolitana in San Juan, Puerto Rico on Tuesday, May 21, 2002. The title of the presentation was: “Reporting the Progress of Online Learning Neophytes”.
 - Two presentations at the WV Network Conference: E-volution in Action 2002. I presented on September 23 and 24, 2002 at Lakeview Scanticon Resort in Morgantown, WV. The titles of the presentations were: “WebCT Opens the Door for a Multicultural Student Teacher Exchange” and Maximizing Student Participation in an Online Learning Environment”.
 - I presented at the AACATE 55th Annual Meeting in New Orleans, Louisiana. I will be part of a Group Symposium Presentation titled: New Knowledge About Teaching and Learning Through Policy and Technology”. My individual presentation will be: “Diversity in a Non-Diverse State Through Technology”.
 - I will be presenting at the Association for Supervision and Curriculum Development (ASCD) 59th Annual Conference and Exhibit Show, March 20-22, 2004. The title of the presentation is: Meeting the Diversity Needs of Student Teachers: One Campus’s Approach.
- **Grants or Contracts Submitted/Awarded**
 - I am the former Facilitator at Fairmont State College for the three-year West Virginia IMPACT (Implementing Model Practices to Assure Competent Teachers) grant through the West Virginia Department of Education – Office of Professional Preparation .
 - FSC received a Phase I (first year) grant awarded in the amount of \$20,250 provided through WV IMPACT under title II of the Higher Education Act for Teacher Quality Enhancement. I wrote the first year budget and coordinated the efforts of four FSC Action Teams to produce four K-16 Curriculum Alignment Compendium. The Action Teams consisted of K-12 Public School Faculty and Administration, FSC Arts and Sciences Faculty, and FSC School of Education Faculty in the core content areas of English/Language Arts, Math, Science, and

Social Studies. Each team aligned the K-12 West Virginia Instructional Goals and Objectives (IGO's) with the appropriate college course in each core content area. The compendium also included how each IGO was assessed, a re-teaching narrative, and recommendations to improve teacher preparation in each content areas.

- FSC received a Phase II (second year) grant award in the amount of \$15,000 provided through the WV IMPACT under Title II of the Higher Education Act for Teacher Quality Enhancement. I wrote the second year budget and coordinated the efforts of the K-16 Action Team and the Committee of the Whole Action Team to achieve the following tasks: to develop electronic portfolios and assessment rubrics in order to revise clinical experience and student teacher assessment forms, and to begin developing the reconceptualization process of the teacher education program. A second year annual report was filed with the WVDE.
- The theme of the third year grant was Contextual Learning. I wrote the third year budget proposal and it was approved in the amount of \$12,000. Our third year tasks included: implementing a process for teacher education portfolio development, updating hardware and software necessary for teacher education portfolios, designing a portfolio workspace for students and faculty, and a collective effort to help teacher candidates prepare for the Praxis Series Assessments. Third year tasks were accomplished and a third year annual report was filed with the WVDE.
- I was awarded a \$4000.00 grant/stipend and named the 2003 Fairmont State Foundation Fellow. The title of the Foundation proposal was: "Experiencing Diversity Through a Virtual Student Teacher Exchange via WebCT".

Services

- **Professional Affiliations**
 - I am the President for the West Virginia Association of Colleges for Teacher Education (WVACTE) / American Association of Colleges for Teacher Education (AACTE) and the West Virginia Association of Teacher Educators (WVATE).
 - I am the West Virginia Executive Director/President of the Association for Supervision and Curriculum Development (ASCD).
 - I am serving on the West Virginia Department of Education Joint Teacher Certification Subcommittee (PRAXIS II).
 - I am a member of Phi Delta Kappa.
 - I am a member of the Community Leadership Association.
- **National Meetings**
 - I attended the Association for Curriculum and Development (ASCD) South East Regional Meeting on January 11-12, 2002 in Orange Beach, AL.
 - I attended the AACTE 54th Annual Meeting at the Hilton in New York February 23-26, 2002.
 - I attended the AACTE/ACSR Summer Leadership Institute at the Sheraton Old Town in Albuquerque, New Mexico on July 25-27, 2002.

- I attended the AACTE 55th Annual Meeting in New Orleans, Louisiana, January 23-27, 2003.
- I attended the AACTE/ACSR Summer Leadership Institute on July 11-13, 2003 in Denver, Colorado.
- I will be attending the ACD 59th Annual Conference, March 20-22, 2004 in New Orleans, Louisiana.

- **Committees**

- I serve on the National Committee for Accreditation of Teacher Education (NCATE) Steering Committee. Some of my responsibilities related to the NCATE Steering Committee include:
 - I played a major role in the written process and revisions of the Conceptual Framework.
 - I was the principal writer of the NCATE Standard 1.
- I served on the School of Education Curriculum Proposal Committee. My main responsibilities for this committee included:
 - Rewriting the Professional Education Curriculum Proposal for submission to the Curriculum Committee and Faculty Senate. The Professional Education Curriculum Proposal was approved.
 - Rewriting the Fairmont State College Catalog Programs of Study and Courses of Instruction for the School of Education.
- I am a member of the School of Education (SOE) "Education Personnel Preparation Advisory Committee." This committee is composed of the Chairperson of the School of Education, the SOE faculty, the College of Arts and Sciences Special Methods Instructors, the Colleges of Arts and Science Chairpersons, Public School Practitioners and WV State Department of Education Liaison.
- I serve on the Fairmont State Recruitment Committee in collaboration with the national enrollment management consulting firm: Noel-Levitz.
- I am currently the Vice-President of the Fairmont State College Alumni Association Board of Directors.
- I am currently serving on the Fairmont State College Alumni Association Scholarship Committee.
- I am currently serving on the Fairmont State College Letterman's Association Board of Directors.
- I am a member of the Faculty Senate – Student Financial Aid Committee.
- I am Chairperson of the Faculty Senate Athletic Committee. The committee meets annually with Fairmont State College Athletic Director Dave Cooper and submits an Annual Report to the Faculty Senate.
- I have served on the following Search Committees; School of Education Minority Teaching Fellow; School of Education Middle Childhood Position; and the Associate Director of Development in Alumni Relations.

- **Public Service Activities**

- I have participated in the America Reads Challenge sponsored jointly by Fairmont State College and the Marion County Board of Education. I went out into an elementary classroom to read and discuss a storybook with the students.
- I annually participate in neighborhood campaigns such as the Leukemia Society, March of Dimes, Pro-Life, etc.
- I regularly assist the public schools with the Career Awareness Series. I visit the schools to do presentations related to the teaching profession. My most recent presentations were at Jayenne Elementary School and North Marion High School.
- I am currently serving on the Salvation Army Advisory Board. Potential projects include the possibility of our Teacher Education Students and other FSC organizations joining The Salvation Army with possible projects (Ringing bells for kettles, etc.). I coordinate with my church religious education program to provide donations in support of the Salvation Army during the holiday season.
- Service to my church, St. Peter the Fisherman, includes: I am a Lector and Eucharistic minister at our church. I am also Eucharistic minister for the Sick.
- I am a member of the Catholic Service Organization – Knights of Columbus
- I am a member of the Kiwanis Club of Fairmont and serve on the Board of Directors.

- **Other Professional Assignments and Activities**

- I am currently the director of Leadership Marion. Leadership Marion is: “A program of people who are motivated by commitment, involvement, understanding, and enthusiasm in an effort to foster leadership in the community”. Leadership Marion is funded by the Fairmont State Foundation and I jointly sponsored this with the Marion County Chamber of Commerce/FICC.
- I have been a member of GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) project/grant since its original partners meeting and continue to play an active role in GEAR-UP meetings and activities. The GEAR-UP grant’s goal is to make sure that our middle school and high school children are being given every opportunity to be prepared for college. Fairmont State College received one of 164 Partnership grants awarded throughout the United States, and in West Virginia, Fairmont State College was awarded over \$22 million dollars over the 5 year period of the grant.
- I have organized various Professional Program Review Presentations along with WVACTE members for upcoming NCATE visits to West Virginia Institutions of Higher Education.
 - Catheryn Weitman did a training session for the Association for Childhood Education International (ACEI).
 - Steve Mitchell did a training session representing the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).
 - Chuck Myers did a training session representing the National Council for Social Studies (NCSS).
 - Margaret D. Crutchfield did a training session representing the Council for Exceptional Children (CEC).

- Steve Gilbert did a training session representing the National Science Teacher's Association (NSTA).
 - Marilyn Hala did a training session representing the National Council for the Teacher's of Math (NCTM).
 - Helped to organize and establish the first WVACTE Website (www.fscwv.edu/acamise/wvacte).
- I am working collaboratively with the West Virginia PTA to jointly sponsor with WVACTE a "Building Successful Partnerships" conference and workshop. The workshop incorporates the "National Standards for Parent/Family Involvement Programs".
 - I will be notified by October 1, 2003 if I have been selected for the following AACTE committees:
 - Accreditation
 - Technology in Teacher Education
 - I participate and teach in the following Summer Programs sponsored by the Fairmont State College School of Education:
 - Middle School Institute – Think College
 - Future Teachers Academy
 - I worked with the Fairmont State Learning Technologies Center to provide Banner, Webfors, and WebCT training for new students entering the Fall 2003 Semester.

VAN O. DEMPSEY III
Vita

Educational Background

Doctor of Philosophy, Social Foundations of Education, University of North Carolina at Chapel Hill, May 1991.
Master of Arts In Teaching, Social Studies: University of North Carolina at Chapel Hill, May 1984.
Bachelor of Arts, Education: University of North Carolina at Chapel Hill, May 1982.

Current Positions

Director, Benedum Collaborative, May 1998 – Present. Responsibilities include directing the school renewal and teacher education activities of a school-university partnership including the College of Human Resources and Education, West Virginia University, and twenty-nine professional development schools.

Director, Benedum Center for Education Renewal, May 2001 – Present. Responsibilities include directing the simultaneous renewal efforts of ten school-higher education partnerships in West Virginia, including the distribution and effective use of the State's legislative appropriation and private foundation funds to support partnership development in West Virginia.

Associate Professor -- Social and Cultural Foundations, Department of Advanced Educational Studies, West Virginia University. Responsibilities include teaching, research and service responsibilities in the Department in the College of Human Resources and Education with primary responsibilities in teacher education and partnership work.

Teaching Experience

Associate Professor, Social and Cultural Foundations, and Teacher Education, West Virginia University, August 1997 – Present.

Assistant Professor, Social and Cultural Foundations, West Virginia University, August, 1991--1997.

Teacher, Social Studies, Westover Senior High School, Fayetteville, North Carolina, August, 1984--December, 1986.

Teacher, Social Studies, Northwood Senior High School, Pittsboro, North Carolina, January--June, 1987; Westover Senior High School, Fayetteville, NC 1984-1986.

Research Award: *National Academy of Sciences "Frontiers of Research on Children, Youth and Families" Award and Symposium. Board on Children, Youth and Families. Award accepted and presentation delivered, May, 1998, Washington, DC.*

Select Publications (last five years)

Dempsey, V. (2003) "If We Don't Watch Where We're Going, We Might Not Like Where We Go: School Reform at the Turn of the Twenty-First Century" *Education Considerations*. 30 (2) Spring 2003.

Reed, C. and V. Dempsey. (2003) "Meaningful Accountability and Educational Reform" *Education Considerations*. *Education Considerations*. 30 (2) Spring 2003.

Reed, C. and V. Dempsey. (2003). Co-Editors. *Education Considerations*. 30 (2) Spring 2003.

Guarino, T., V. Denes, B.L. Whitford, V. Dempsey, J. Webb-Dempsey, F. Kochan, D.Shannon, C. Reed. (2001). "The Professional Development Effectiveness Scale: Scale Development and Construct Validity" *Journal of Integrative Psychology*.

Dempsey, V. and G. Noblit. (1999). "Cultural Ignorance and School Desegregation: Reconstructing a Silenced Narrative." In George Noblit, (Ed.), *Particularities : Collected Essays on Ethnography and Education*. Peter Lang Publishing.

Butera, G., and V. Dempsey. (1999) "Kiwis and Kids, Communities and Connections: The Lessons of Energy Express on Bridging Policy and Community Discourse." *Journal of Community Psychology* (27) 5.

Select Professional Papers and Presentations (last three years)

“Going to Scale with Professional Development Schools.” Paper presented at the Annual Meeting of the American Educational Research Association, April 2003, Chicago, IL.

“Less Time, Fewer People, More to Do: Linking University Faculty to PDS.” Paper presented at the 2003 Professional Development Schools National Conference, March, Orlando, FL.

“Building Policy Support for PDS Partnerships.” Paper presented at the 2003 Professional Development Schools National Conference, March, Orlando, FL.

“Establishing and Sustaining Professional Development Schools.” Series of presentations at the University of Texas-Arlington, January 2002. (*Invited*).

“Exploring the Action in Action Research.” Panel presenter at the Annual Meeting of the American Association of Colleges of Teacher Education, Chicago, IL, February 2000.

“Collaborative Governance of School-University Partnerships: Authentic, Shared Decision-Making as a Reality, Not as a Dream.” (With Donna Peduto and Tom Dragich) Paper presented at the University of South Carolina National Professional Development Schools Conference, Columbia, SC, March 2000.

Select Invited Presentations to Education Groups and Policy Makers

“Leading Successful School-University Partnerships Harvard Graduate School of Education, Boston, MA. May 2002.

“Connecting Our Work to the National Agenda ” West Alabama Learning Coalition Auburn, Alabama. May 2002.

“Professional Development Schools and School-Higher Education Partnerships.” West Virginia Council for Community and Economic Development, Charleston, WV, November 2001.

“Teacher Quality Task Force Report” (With Bruce Flack, Higher Education Policy Commission). West Virginia Legislative Oversight Commission on Education Accountability, West Virginia Legislature, November 2001.

“Professional Development Schools and Teacher Education.” Subcommittee B, West Virginia Legislature, Charleston, WV, October 2001.

“Building School-Higher Education Partnerships.” Panel Presenter, Department of Education and the Arts, Charleston, WV, October 2001.

“The Hope for Community Schools’ Future in the Tragedies of Their Past.” Challenge West Virginia Fall Conference, Ripley, WV, October 1999.

“Teacher Professional Development.” West Virginia Legislative Oversight Commission on Education Accountability, West Virginia Legislature. Charleston, WV, October 1998.

Professional Associations

- American Association of Colleges of Teacher Education
- American Educational Research Association
- American Educational Studies Association
- National Network for Educational Renewal
- Phi Delta Kappa

Journal/Program Review

- American Association of College of Teacher Education
- American Education Research Association
- *Educational Foundations* (Quarterly Journal of the American Educational Studies Association)
- *Journal of Research in Rural Education*
- *Journal of Research on Technology in Education*
- Professional Development Schools National Conference
- *Urban Review*

Richard J. Pierce Ed.D.

240 Cherry Street Morgantown, WV 26505

(304) 599-4347

ricpierce@gmail.com

Teaching / Administrative Experience

08/2005 – Present Assistant Professor of Education Fairmont State University. Tenure Track Supervisor Van Dempsey Dean School of Education. (304) 367.4646 1201 Locust Fairmont, WV 26554 (304) 367-4509 www.fairmontstate.edu

Appointed to Graduate faculty 12/05

06/2001 – 08/2005 Technology Coordinator Bland Independent School District. Supervisor Bryan Clark Superintendent BISD. 903.776.2239 P.O. Box 216 Merit, TX 75458 (903) 776-2239 www.blandisd.net

2/2005 – 08/2005 Assistant Professor Education, Collin County Community College. Center for Teaching, Learning and Professional Development 300 Rivercrest Blvd. Allen, TX 75002 Supervisor Brenda Kihl - Director of the CTL. (972) 377-1061 www.cccd.edu/teachered

9/2000–5/2001 Instructor, Texas A&M University Adjunct. PO Box 3011 Commerce, TX 75029. Supervisor Robert Munday - Chair Secondary and Higher Education retired. (972) 318-0434. www7.tamu-commerce.edu

8/1993 – 6/2001 Instructor, Bland High School. Supervisor Bryan Clark – Principal Bland High School. (903) 776-2239. www.blandisd.net

1/1988 – 12/1991 Senior Credit Representative Coca Cola Enterprises. 6011 Lemmon Avenue Dallas, Texas Supervisor Leon Compton – Collections Manager. (214) 902-2600. http://www.cokecce.com/srclib/north_texas_division.htm

Education

Ed.D. Curriculum and Instruction, Texas A&M University, Commerce, TX 2003. Dissertation: An Analysis of On Line Communication in a Telementoring Project.

M.E. Learning Technology and Information Systems Texas A&M University, Commerce, TX 1998

B.A. Sociology Southern Methodist University, Dallas, TX 1984

Professional Organizations

International Technology Education Agency (ITEA)
International Society of Technology in Education (ISTE)
Texas Computer Education Association (TCEA)
Texas Distance Learning Association (TxDLA)

Publications & Presentations

Increasing Technology Self Efficacy with Authentic Assessment – This paper describes a project whose focus is impact of authentic assessment on pre-service teacher’s technology self-efficacy. Submitted for publication November 2006.

Raising Student Educational Technology Self-Efficacy with Authentic Assessments. Presentation and Paper accepted for the 18th International Conference for Teaching and Learning. Jacksonville Florida April 2007 www.teachlearn.org

Electronic Portfolios in Technology Education: Providing Links between the Pre-service Classroom and Student Teaching. International Technology Education Association (ITEA), National Conference. San Antonio Texas March 2007 www.iteaconnect.org

PowerPoint Template Applications, Fairmont State University Professional Development Schools Initiative. Fairmont West Virginia March 2006

The Digital Classroom, West Virginia College Teaching Association, (WVACTE) Roanoke West Virginia. February 2006

Multimedia Mathematics Instructional Practices to Improve Learning, Texas Computer Education Agency (TCEA) State Conference, Austin Texas. February 2006

Improving Teacher Technology Skills: Excel in the classroom. Fairmont State University Professional Development Schools Initiative. Fairmont West Virginia. January 2006

Creating Peer Mediated Learning Environments in Secondary and Middle Schools. Texas Computer Education Agency (TCEA) State Conference. Austin Texas. February 2004

Increasing Student Motivation Using On Line Portfolios. Tech Prep / High Schools That Work State Conference. Austin Texas March 2001

Service Activities

Professional Development Schools –Development and delivery of specific technology training for the Marion County Schools in West Virginia.

Bland Independent School District - Technology consultancy at the request of the Superintendent of Schools for the Bland Independent School District in Merit Texas.

West Virginia Child Nutrition Center - Assisted the continued development of electronic publishing for the statewide nutrition program initiative.

Student Advising

Professional Activities

Electronic Portfolios in Technology Education: Providing Links between the Pre-service Classroom and Student Teaching. Undergraduate research grant awarded September 2006

Citera – Comprehensive Information Technology Education in Rural Appalachia (CITERA) is a 3-year project sponsored by the National Science Foundation (NSF). Fall 2006

West Virginia Great Teachers Seminar – (WVACTE) June 2006

External Funding Experience

Texas High School Completion and Success Grant 2004 – Grant focused on implementation of online credit recovery curriculum.

Intel Model School 2003 – Grant provided funds for integration of CAD into the Agriculture Science curriculum.

High Schools that Work 1998 - Grant provided funds for school reform / staff development at high school.

References

Jim Gary Ph.D. Assistant Vice President for Information Resources University of Texas at Dallas, 800 West Campbell Road, Richardson TX 75080 972-883-6284 gary@utdallas.edu

Jon Travis Ed.D. Assistant Dean of the Graduate School, Texas A&M University, P.O. Box 3011 Commerce, TX 75429 903-886-5163 jon_travis@tamu-commerce.edu

Bryan Clark, Superintendent, Bland I.S.D., PO BOX 216 Merit, TX 903-776-2239
bryan@bland.ednet10.net

Brenda Kihl, Director Teacher Certification Program, Collin County Community College 300 Rivercrest Blvd. Allen, TX 75002 bkihl@cccdd.edu 972-377-1062

STEPHEN K. PAVLOVIC

230 Waitman Street
Morgantown, WV 26501
304-292-5287
jakesrun@gmail.com

EDUCATION

<i>Ed.D.</i>	Early Childhood Special Education (Major) Child Development and Family Resources (Minor) West Virginia University, Morgantown, WV <i>Dissertation Title:</i> Perceptions of Moral Agency Among Some Preschool Special Needs Teachers	May 2002
<i>Masters</i>	Early Intervention Special Education Severe Multiple Disabilities West Virginia University, Morgantown, WV	May 1993
<i>MFA</i>	Fine Art University of North Carolina, Chapel Hill, NC	May 1977
<i>BA</i>	Liberal Arts (Fine Arts Major) Kenyon College, Gambier, OH	May 1973

CAREER RELATED EXPERIENCE

2005-Present	Assistant Professor. Fairmont State University, Fairmont, WV. <i>Duties:</i> Teach classes as assigned within the elementary multi-categorical special education program and supervise student teachers.
Fall 2005 Spring 2006	Adjunct Faculty. West Virginia University, Morgantown, WV. <i>Duties:</i> Supervise masters degree students in the learning disabilities, mental impairments, behavior disorders, and gifted programs in the development of their culminating project which is the final requirement to receiving the masters degree.
2000-Present	Teacher - Preschool Special Needs. Jakes Run Early Childhood Center, Jakes Run, WV. <i>Duties:</i> Plan and implement classroom instruction for 3, 4, and 5 year old children in a blended preschool and preschool special needs program; deliver specialized instruction to identified children who are 5 years old and in kindergarten; home-based instruction to medically fragile students.
2000-Present	Program Mentor, Department of Special Education, West Virginia University, Morgantown, WV. <i>Duties:</i> Grade and provide feedback on course work submitted on-line by distance education students in the early childhood special education and severe multiple disabilities programs. Support and advise students as needed.
1999-2000	Teacher - Severe Multiple Disabilities, Morgantown High School, Morgantown, WV. <i>Duties:</i> Plan and implement instruction of students with severe and moderate disabilities grades 9 - 12; use sign language to deliver instruction and orient students with communication delays; train staff in use of sign language; deliver art instruction to all students.

- 1994 - 1999 **Lecturer**, Department of Special Education, West Virginia University, Morgantown, WV.
Duties: Assist Program Coordinator of Early Intervention Special Education, and Severe Multiple Disabilities masters degree programs as practicum coordinator, advisor, lead grader and on-site practicum supervisor. Teaching duties as required by the programs.
- 1993 - 1994 **Early Intervention Specialist**. Early Intervention Program, Valley Comprehensive Community Mental Health Center, Morgantown, WV
Duties: Included center-based programming, in-home intervention, parent education, case management, and child assessment.
- 1989 **Fine Art for Children**. Cortesi Gallery, Highland Park, IL.
 An exhibition of paintings created for young children.
- 1983 **Visiting Artist**. Department of Art, Wake Forest University, Winston-Salem, NC. (Program funded by the Nelson Rockefeller Foundation).
Duties: An exhibition of paintings; lectures and meetings with students.

PUBLICATIONS

- Pavlovic, S.K. & Friedland, B. (1998). Promoting greater reflectivity in rural in-service practicum experiences. *Proceedings of the 1998 ACRES Conference, Charleston, SC: American Council on Rural Special Education.*
- Pavlovic, S.K. & Friedland, B. (1997). Reflective teaching and supervision. *Proceedings of the 1997 ACRES Conference, San Antonio, TX: American Council on Rural Special Education.*
- Pavlovic, S.K. (1994). Review of Johnson, L.J., Gallagher, R.J., Montagne, M.J., Jordan, J.B., Gallagher, J.J., Hutinger, P.A., & Kames, M.B. (Eds.) (1994). Meeting Early Intervention Challenges: Issues from Birth to Three (2nd. ed.). *Education and Treatment of Children, 19, 1.*

PRESENTATIONS

- Pavlovic, S.K. & Jones, G. (2006). Field-based instruction in special education teacher preparation. *Presentation given at the 29th Annual TED Conference and 2nd Annual TED/TAM Conference, Doubletree Hotel, San Diego, CA.*
- Pavlovic, S.K. & Jones, G. (2006). Field-Based Instruction in Special Education Undergraduate Coursework. *Presentation given at WVACTE Meeting. Jackson Resort, WV.*
- Pavlovic, S.K. (2000). Introduction to children with developmental delays. *Presentation given to inmates at the Federal Correctional Institution located in Morgantown, WV.*
- Friedland, B. & Pavlovic, S.K. (1997). Reflective teaching and supervision. *Research presentation at the American Council on Rural Special Education Conference, San Antonio, Texas.*
- Pavlovic, S.K. & Ludlow, B.L. (1996). Developmentally appropriate practice: Strategies for managing challenging behaviors in young children. *Poster session presented at the Division of Early Childhood International Early Childhood Conference on Children with Special Needs, Phoenix, AZ.*
- Weigle, K., Pavlovic, S.K., Ray, L., & Cippaloni, H. (1995). Promoting family rapport. *A training session to improve interviewing skills and family rapport in early intervention programs. Presented at the Statewide Early Intervention Conference, Snowshoe, WV.*

GRANTS

- 2007 Online Course Development Grant. Learning Technology Center, Fairmont State University. Grant awarded for development of an on-line graduate course titled "Special Education Law and Ethics".
- 2002 Dissertation Research Grant. West Virginia University. Grant awarded to cover expenses for doctoral dissertation research.

PROFESSIONAL SERVICE

- 2000-Present* Building representative for the West Virginia Education Association
- 1999-2000* Co-chairperson for PDK Chapter

PROFESSIONAL ORGANIZATION MEMBERSHIP

- Council for Exceptional Children
- National Association for the Education of Young Children
- West Virginia Association for the Education of Young Children
- Southern Early Childhood Association

SHARON L. SMITH, Ed. D.

Resume

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DrSharon45@aol.com (Home) ssmith28@fairmontstate.edu (Office)

Objective: Leadership position in higher education using 28 years of experience in classroom pedagogy and instruction, methodology, supervision, advising, committee service, coordination of accreditation activities, and management of personnel and programs.

SUMMARY OF QUALIFICATIONS

- Ten years full-time and four years part-time as professor of higher education with responsibilities in administration, NCATE accreditation, state accreditation, elementary methods, supervision of student teachers, foundation courses, graduate education, faculty and departmental committees, and advising education majors.
- Twenty-one years as a public school teacher in multi-subjects K-8.
- Expertise in novice teacher preparation, professional development schools, classroom instruction and management, teacher planning, design and presentation of staff development training, and nutrition education.
- Excellent communication skills and interpersonal relations with proven ability to develop and maintain working relationships with administration, colleagues, public school personnel, students, staff, and parents.

SUMMARY OF SKILLS

- Skilled in curriculum design, instructional methods, and novice teacher preparation.
- NCATE trained state level Board of Examiners.
- Strong organizational, analytical, and problem solving skills.
- Computer training in Microsoft Word, PowerPoint, Excel, Web CT, Palm Pilot, and Internet applications.

PROFESSIONAL BACKGROUND

EDUCATION

Degrees:

Ed. D., West Virginia University, 1995, Curriculum and Instruction.
M.A., West Virginia University, 1985, Special Education – Gifted.
B. A., Fairmont State College, 1977, Elementary Education – Specialization in Early Childhood.

Additional Credentials:

Permanent West Virginia teaching certificate for grades K-8
Early Childhood specialization
Gifted certification
Middle School authorization
WVDE Nutrition Education and Training Consultant
Certified Trainer - Ruby Payne *A Framework for Understanding Poverty*

EXPERIENCE

Associate Professor	Fairmont State University	2005-Present
<ul style="list-style-type: none">• Taught professional education and methods courses• Supervised student teachers• Advised elementary education majors• Redesigned and shepherded changes to the Elementary Education program• Served on institutional Strategic Planning Teaching and Learning Task Force• Appointment Chair of Strategic Planning Goal One Audit Committee• Served on institution and departmental committees		2006-Present

Department Chair	West Virginia Wesleyan College, Buckhannon, WV	2004-2005
Associate Professor		2001-2005
NCATE Coordinator		2001-2005
TEAC Representative		2004-2005
Assessment Coordinator		2003-2004
Chair of Educational Advisory Committee		2003-2005
Teacher Education Committee		
Grant Coordinator – <i>Preparing Tomorrow’s Teachers to Use Technology (PT3)</i>		2001-2003
Secretary, Institutional Committee on Assessment		2002-2005
Secretary, Institutional Vision and Criteria Committee		2003-2004
Library Committee		2002-2004
Assistant Professor	Salem International University, Salem, WV	1998-2001
Director of Graduate Education Program		1999-2000
Grant Coordinator – <i>Preparing Tomorrow’s Teachers to Use Technology (PT3)</i>		1999-2001
Consultant	Nutrition Education and Training (NET) Cadre, WV DE	1982-Present
Teacher	Marion County Board of Education, Fairmont, WV	1977-1998
Graduate Teaching Fellow	Fairmont State College, Fairmont, WV	1992-1993
Graduate Teaching Assistant	West Virginia University, Morgantown, WV	1990-1991
Adjunct Faculty	Fairmont State College, Fairmont, WV	1989-1993
School Food Service Evaluator	Marion County Schools, Fairmont, WV	1989-1993
Visiting Assistant Professor	Fairmont State College, Fairmont, WV	1988-1989

PROFESSIONAL ACHIEVEMENTS

- Numerous publications
- Extensive presentations at local, state, and national levels
- Secured and implemented three grants

PROFESSIONAL AFFILIATIONS

American Association for Colleges of Teacher Education (AACTE)
West Virginia Association for Colleges of Teacher Education (WVACTE)
Association for Supervision and Curriculum Development (ASCD)
Phi Delta Kappa
Delta Kappa Gamma, Vice President 1994-96
West Virginia Child Nutrition Center Advisory Board, Secretary 1998-2003, President 2006-present
North Central West Virginia Math, Science, and Technology Consortium, Regional Vice President 2003-2005