## Part I: Faculty Achievements Published/Presented

<table>
<thead>
<tr>
<th>Department: School of Education (SOE)</th>
<th>Academic Year: 2011-2012</th>
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<tbody>
<tr>
<td></td>
<td>Sole or Lead Author</td>
</tr>
<tr>
<td>1. Books or monographs authored</td>
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<tr>
<td>2. Book chapters</td>
<td>14</td>
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<td>3. Books edited</td>
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<td>4. Textbooks authored</td>
<td>4</td>
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<tr>
<td>5. Textbooks edited</td>
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<tr>
<td>6. Papers in refereed or peer reviewed journals</td>
<td>42</td>
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<td>7. Papers in refereed or peer-reviewed conference proceedings</td>
<td>34</td>
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<td>8. Prefaces, introductions, catalogue statements, etc.</td>
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<td>9. Papers presented at professional meetings</td>
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<tr>
<td>State &amp; regional</td>
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<tr>
<td>National</td>
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<tr>
<td>International</td>
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<tr>
<td>10. Other papers and reports (e.g., encyclopedia, program reviews, ext. reports)</td>
<td>48</td>
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<tr>
<td>11. Abstracts</td>
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<td>12. Translations</td>
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<td>13. Reviews of published works (e.g., books, CD’s)</td>
<td>5</td>
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<tr>
<td>14. Novels and books (e.g., essays, poems, short stories, etc.)</td>
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<tr>
<td>15. Poems, plays, essays, musical</td>
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<tr>
<th>scores</th>
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<tbody>
<tr>
<td>16. Performances, productions</td>
<td>Number of presentations/performances</td>
</tr>
<tr>
<td>Campus</td>
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<tr>
<td>Local</td>
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<td>State</td>
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<td>Regional</td>
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### Part II: Notable Accomplishments

#### School of Education (overall):
- Completed our National Council for the Accreditation of Teacher Education (NCATE) re-accreditation successfully (i.e., all standards met); SOE cost for the visit: $30,364.18. Final review to be done by the NCATE Unit Board of Accreditation in October, 2012. Specific outcomes that will advance the SOE governance and operations:

  - Realigned programs as a result of department reorganization.
  - Completion of a revised organizational plan, governance and operations manual, and faculty governance document to align with program realignment and issues uncovered by the self-study.
  - Developed and confirmed via faculty vote a peer review of teaching process and set of expectations.
  - Charged a committee to revise expectations and the promotion process.
for clinical faculty; and revise the process to granting affiliate faculty status to colleagues who collaborate with us either through research, teaching or outreach (will be voted on by faculty at the 2012 fall meeting).

• Launched a committee focused on student advisement. The two key activities are to develop a student feedback survey and manual for faculty and students re: Goals/roles re: advisement, and expectations for faculty and students.

  o Renovations (2011-2012 total cost: $98,203.81)

  • Blacksburg:
    o 112 Seitz/STEM Education Collaboratory: completed a $1.2 m renovation of our old Technology Ed Lab; SOE cost: $79,334.23
    o East Eggleston: general upkeep/maintenance including new furniture; SOE cost: $3,629.69
    o War Memorial Hall: general upkeep/maintenance including new furniture; SOE cost: $8,422.64
    o 368-369 Smyth: renovation begun to provide office space for grant projects; SOE cost: $2767.25 expended; $39,598.00 pending

  • Richmond Center: completed renovation of office space for our Educational Leadership faculty; SOE cost: $3,990.00

  • Hampton Roads Center: completed renovation of our office space for our Educational Leadership faculty (paid in 2010-2011)

  • Roanoke Center: completed renovation of the Counselor Education suite and advising center (paid in 2010-2011)

  • Northern VA: completed office exchange with Science and Technology Studies (STS); SOE cost: $60

  o Searches:

    Conducted searches for 11 faculty, one administrator, and three staff members (see Appendix B). Nine of the open faculty lines are filled. The administrator line (OAP Associate Director) is filled. The other two faculty and the three staff searches are in process; SOE cost thus far (still completing searches): approximately $20,000.

  o Electronic Faculty Activity Report (eFAR) System:

    The SOE participated in the pilot for the university’s electronic FAR data repository, working directly with Peggy Layne and Debby Stoudt to help to craft the system to work as needed for faculty productivity reporting.

  o Electronic Student Perceptions of Teaching (SPOT) System:

    Darlene Johnson has been working with Brian Broniak, Anne Laughlin,
and Alan Moeller to refine the university’s new SPOT reporting function to meet the SOE’s needs for including a significant number of different programs and courses with variable credit hours.

**Undergraduate education**
- Began planning for development of a 5th year program for students interested in Elementary Education licensure and completing their field experience semesters in Northern Virginia. We would begin advertisement in the students’ first-year, and launch recruitment and early admission in the junior year. Recruitment scheduled to begin in 2012-2013.

- Reassigned an open staff position to support undergraduate recruitment into our master’s programs, especially in the licensure programs.

**Graduate education**
- Identified degree alignment as a key effort from our NCATE self-study. We have begun this effort, including holding meetings with Monica Osei from SCHEV and acquiring approval by the Graduate School through the IPGD process. Tentative plan outlined in Appendix C.

- Phase out of Health Promotion master’s students and Special Education Administration doctoral students completed.

- Development of a certificate in Learning Sciences completed and approved by the university governance system.

- Development of online certificate programs in Special Education Administration and Educational Evaluation begun in collaboration with IDDL.

**Research (see Appendix D for the listing of internal and external funding for 2011-2012)**
- $7,596,176 : Total value of all proposals submitted with SOE faculty members as PI

- $3,145,376 : Total value of all proposals submitted with SOE faculty members as Co-PI

- $11,375,279 : Total value of all proposals currently funded to SOE faculty this year (may have been submitted in previous year), see Appendix E

- 18 faculty members were named as PI on at least one proposal submission (up 2 from last year); 12 faculty members were named as Co-PI on at least one proposal submission (down 4 from last year)
Over $6,891,233 in proposals have already been awarded to SOE faculty in 2012.

Continued support for faculty to seek grants through trips to NSF, etc., support for ensuring federal compliance; provision of matching funds and graduate student support for research; professional development for faculty to seek grants, grant development and submission, and grant maintenance.

**Outreach (see Appendix F for the listing of outreach activities for 2011-2012)**

- Continued our annual Excellence in Education Awards, holding the event at the spring meeting of the Virginia Association of School Superintendents; see [www.soe.vt.edu](http://www.soe.vt.edu) for a listing of the awardees.
- Renewed the MOU with the Center for Organizational and Technological Advancement (COTA)/Continuing and Professional Education (CPE) and the Western VA Professional Education Consortium (WVPEC) to continue to offer the Recently Appointed Principals’ seminar; also recruiting for next year’s Aspiring Superintendents’ Program co-sponsored by the School of Education, COTA/CPE, and the VA Association of School Superintendents.
- The SOE has become a major collaborator in the Institute for Creativity, Arts, and Technology (ICAT), the university’s partnership with the Science Museum of Western Virginia, VT STEM, and many other university-level activities. The integration of the SOE into the university’s portfolio of outreach underscores the impact that the SOE faculty, staff, and students have had on the university’s success and visibility.

**International education and activities (see Appendix G for the listing of the international projects for 2011-2012)**

- New/updated international MOUs:
  - University of Applied Sciences and Arts Northwestern (FHNW) in Switzerland
  - New Partnership for Africa’s Development (NEPAD) and the Meraka Institute (updated/revised)
  - Srinakharinwirot University, Thailand (Graduate School is lead partner)
  - University of Austral, Chile (SOE is a partner to deliver faculty development in second language education)
- International activities including outreach projects and presentations at conferences in 23 countries

**Diversity (see Appendix H for the listing of the diversity activities for 2011-2012)**

- Implemented the SOE Diversity Plan; highlights include the integration of
English as a Second Language (ESL) pedagogy across our teacher education programs enabling us to meet Title II regulations.
  o Exploration of a diversity studies certificate and revitalization of a special education pre-service teacher programs

  o Our student diversity continues to grow with the increased number in our part-time educational leadership program, making a major contribution to the racial and gender diversity at Virginia Tech. In fact, we account for almost 1/4 of the part-time African American men and over 1/2 of the part-time African American women graduate students enrolled at Virginia Tech. We also account for 36% of the part-time, white women enrolled this past year. This is the result of active recruitment and our programs located at extended campus locations, especially in the Richmond and Tidewater centers.

Part III: Scorecard Items

Describe departmental engagement in the following University Scorecard Metrics:

  • Students engaged in study abroad and/or study of a foreign language: 10
  • PreK-12 partnerships and/or formalized arrangements with external institutions (see Appendix I)
  • Students engaged in service and/or experiential learning activities: In addition to the internships that all of our licensure students do in each of their programs, our students are committed to outreach activities as evidenced in Appendices F and I)
  • Collaborations with international partners (see Appendix G)
  • Grants submitted and grants awarded (see Appendices D and E)

Part IV: Departmental Goals

2011-2012 SOE Goals and Status:

1. Complete our NCATE reaccreditation report and complete the process successfully. (in process)
2. Completion of the renovation of 112 Seitz/STEM Education Collaboratory into Summer in-service activities and Fall, 2011 classes. (done)
3. Completion of the final SOE reorganization document, including governance document, affirmed in August, 2011. (done)
4. Successful search for the new/interim director of the School of Education. (done)
5. Successful searches for new tenure-track and clinical faculty. (in process)
6. Meet goals for external funding for both domestic and international projects. (in process)
8. Completion and SCHEV approval of all new degree proposals. Our plan is to begin recruitment into new degree structures beginning in Fall, 2012. (in process)

9. Completion of integration of new curriculum related to ESL and Universal Design in all teacher education programs as per the federal Title II requirement. (in process)

10. Development of a draft of the Technology Blueprint by December, 2011. (in process)

11. Induction of the 4 new tenure-track faculty and 4 temporary faculty. (in process)

12. Meet all expectations of the business plan for Educational Leadership (i.e., enrollment numbers, faculty positions, renovation of facilities, etc.). (done)

13. Create partnership agreements for professional development schools in Montgomery County Schools and Roanoke City Schools. (in process)

14. Realigned staff positions to meet new needs in 112 Seitz, the Educational Technology Lab, and the Academic Programs Office. (in process)

15. Successful promotion and tenure deliberations for our pre-tenured faculty and those seeking promotion to professor. (done)

**Tentative SOE Goals for 2012-2013:**

1. Completion of four NCATE reaccreditation report and complete the process successfully (still need approval by the NCATE Unit Accreditation Board; due in October, 2012).


3. Successful induction of all new faculty.

4. Successful national search for new permanent SOE director, and successful transition thereafter.

5. Successful searches for faculty and staff positions carried over from 2011-2012, as well as the new faculty positions requested in this report.

6. Completion of promotion and tenure deliberations that align with all school, college, and university policies and guidelines.

7. Development of the Technology Blueprint, including completion of the realignment of staffing for the SOE Office of Instructional Technology Support Services.

8. Continued efforts to meet goals for external funding for both domestic and international projects (ongoing).

9. Continued progress toward SCHEV approval of all new degree proposals.

10. Continued efforts, including re-evaluation, in order to meet all expectations of the business plan for Educational Leadership.

11. Successful implementation of our advising survey and faculty guidelines.

12. Continued planning of the Elementary Education 5th year program at the Falls Church Center.
13. Completion of integration of new curricula related to ELL and University Design in all teacher education programs as per the federal Title II requirement.
14. Continue the development of partnership schools in Montgomery County Schools, Roanoke City Schools, and Roanoke County Schools.
15. Conduct professional development for faculty to become more entrepreneurial.
17. Successful implementation of the Norfolk Public Schools/VT SOE Tomorrow’s Teachers scholarship program.
18. Refine the eFAR completion and reporting process.
19. Continued collaborations with our partnerships across campus (e.g., ICAT, Engineering Education) and in the field (e.g., VSLI, SMWV).
20. Successful implementation of the Center for University-School Partnerships (tentative name).

Contributions toward the College’s strategic plan for graduate education:

- Key examples of how our graduate program(s) are aligned with the key foci of the school, college, and university strategic initiatives:

  **STEM:** See Appendix J for SOE STEM Activities
  - Completed the STEM Education Collaboratory
  - Increased the number and size of STEM-related funded programs
  - Established strong collaborations with ICAT and the Science Museum of Western VA
  - Focused the Kindergarten-to-College Initiative on Science and Engineering

  **Health:**
  - Collaboration with the Virginia Tech Carilion School of Medicine and the Counselor Education program
  - International collaborations with faculty in the Department of Population Health Sciences in Malawi

  **Diversity:**
  - Increased diversity enrollments in graduate education
  - Hired two African American women faculty members this year

  **Distance delivery:**
  - Career and Technical Education
  - Instructional Technology Master’s Program
Integrative STEM
Science Education

- Graduate certificate programs: new programs to include EDRE/Evaluation certificate, Special Education Administration certificate – both are to be delivered through distance technology
- Graduate enrollments: graduation history for all degree programs from 2006-2007 to 2011-2012 (see Appendix K)
- Continuous improvement/conduct program quality reviews (e.g., NCATE, WEAVEonline)
- Faculty support for research: provision of workshops and other professional development experiences for faculty
- International collaborations: see Appendix G
- Merger of STEM, Arts, and Technology: current projects with the Institute for Creativity, Arts, and Technology, the Taubman Art Museum, and the Science Museum of Western VA
- Translational research: The SOE is committed to research, teaching, and outreach in applied settings. We have a long-standing history of integrating our research in our practice (see examples in Appendices L).
- Organizational efficiency and flexibility: Our recent re-accreditation self-study focused on governance and operations. From the results of the study, we realigned programs, addressed resulting governance issues, re-allocated staff and duties for faculty and administration while maintaining high quality instructional programs for our students.

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