Overview of University.

Founded in 1930 as a branch of the College of William and Mary, Old Dominion University (ODU) became independent in 1962. In Fall 2005, the university enrolled 21,275 students in its six colleges. The university is classified as a Research-Extensive university by the Carnegie Foundation, one of four in Virginia (University of Virginia, Virginia Tech, Virginia Commonwealth University).

Students hail from all 50 states (85% Virginia residents) and more than 100 countries. More than half of the ODU's students live on or near the campus. About 4,000 students are distance learners located throughout Virginia and other states, even ships at sea. Almost 30 percent of ODU's students have military connections (enlistee, spouse, child of military family).

Overview of the Darden College of Education Teacher Education Program.

The purpose of the Darden College of Education Teacher Education Program is to prepare members of the education workforce who can use their knowledge of the academic disciplines and their pedagogical and other professional skills to enhance student achievement and learning. Teacher preparation is the responsibility of the university, the Darden College of Education and its partnering school divisions. The curriculum is designed by these three partners, and it begins with general education requirements followed in order by early field experiences in schools, declaration and completion of the academic major\(^1\), development of discipline-based pedagogical skills\(^2\), practica in school settings, and internships (student teaching). Advanced

\(^1\)In 1988, the General Assembly of Virginia enacted legislation requiring an academic discipline major (e.g., mathematics, English, or history) of all entry-level teacher candidates except for students majoring in physical education and vocational education (at ODU - occupational and technical studies). No institution in Virginia has an undergraduate major in elementary education or secondary education. Excluding practica and student teaching, a state approved programs may require no more than 18-semester hours in education of students enrolled in early/primary, elementary, middle, and special education and no more than 15-semester hours of students seeking Prek-12 (e.g., art, music, physical education, and vocational education) and secondary grades 6-12 (e.g., English, mathematics, French) endorsements.

\(^2\)Candidates acquire the knowledge and processes associated with learner development and instructional theories, technologies, and strategies specific to the academic discipline. For example, teacher candidates majoring in French learn to use pedagogies specific to the discipline
professional studies are provided those education workforce professionals seeking both career and skill advancement opportunities.

Initial Licensure. Candidates in elementary education, special education, and early childhood education complete a four-year bachelors degree in an academic major before enrolling in the fifth year or masters degree program in elementary education, special education, or early childhood education. Students intending to teach in middle school or high school and who major in an academic subject and those majoring in physical education and occupational and technical studies complete a four-year teacher education program.

Teacher education admission requirements include passage of PRAXIS I (mathematics 178, reading 178, writing 176 or composite score of 532 or SAT [1100 after 4/1/1995] or ACT [24 composite score with ACT mathematics score no less than 22 and an ACT English Plus Reading score no less than 47 after 4/1/1995])\(^3\), a 2.75 or higher grade point average in all university course work and in the academic major, and no grade lower than a C- in the major. In Fall 2004, the mean admission grade point average of 340 candidates enrolled in teacher education is 3.42. Students admitted into the graduate initial licensure programs and Military Career Transition Program must have an undergraduate grade point average of 2.80. Passing scores on the PRAXIS I and a minimum GRE score of 900 (verbal and quantitative). The mean undergraduate grade point average of the graduate initial licensure candidates is 3.59.

Prior to student teaching, a teacher candidate must pass all tests required by the Virginia Department of Education for licensure in the licensure area. For example, a student seeking a Virginia PK-6 teaching license must pass each of the following tests - PRAXIS I (reading, writing, mathematics), PRAXIS II -elementary education content knowledge, the Virginia Reading Assessment, and the Virginia Communication and Literacy Assessment\(^4\). By passing all licensure tests prior to student teaching, every ODU student teacher meets Virginia's definition of a highly qualified teacher except for the awarding of the academic degree at the successful completion of student teaching.

In Fall 2005, there were 3,022 students (56% undergraduate; 44% graduate) enrolled in the college. Approximately 45 percent of these students are enrolled in educator preparation programs. The remaining students pursue careers in exercise and ones that are different from a teacher candidate majoring in art or chemistry.

\(^3\)Minimum scores for admission into teacher education as established by the Virginia Department of Education.

\(^4\)The approximate total cost of the licensing tests for an elementary education teacher licensure candidate is $465.
science, athletic training, higher education, etc. In academic year 2005/2006, we anticipate placing 400 student teachers in schools in school districts.

Professional Development and Advanced Licensure. Preparation of the education workforce includes both traditional graduate degrees and non-academic professional development activities. In Fall 2005, almost 1100 graduate students enrolled in the college’s education workforce programs. Almost half of these students sought an advanced degree such as a masters degree in reading.

Graduate degree programs as well as courses jointly designed by the college and the school district are taught in schools (e.g., Field-Based Masters Degree Program). These courses and degree programs are offered to meet critical needs of school divisions. For example, Norfolk Public Schools, the Office of the Dean of the College of Sciences, and Teacher Education Services are designing a licensure only/endorsement program for middle school earth sciences teachers. Preparation of secondary school special education teachers with subject matter endorsement (e.g., special education endorsement plus mathematics) has been underway in Newport News Public Schools for three years. The college also sponsors more informal long-term professional development activities. In Northampton County Public Schools, a rural system on Virginia’s eastern shore, we are working with teachers to use formative assessment techniques to increase student achievement on the Commonwealth’s SOLs.

Research and Outreach Activities.

Research and outreach activities are opposites sides of our partnership coin with school divisions and agencies in Virginia. We engage in these activities to advance knowledge, to serve the PK-12 student through our work with our partners in the education workforce, and to inform our teaching in our education workforce degree programs.

• Examples of outreach activities.

- Hampton Roads Principals Center (affiliated with the Harvard Principals Center) at ODU is Virginia’s only provider of the research-based Southern Regional Educational Board leadership training for school building leaders.

- ODU partnered with Newport News Public Schools to secure a grant to develop school leadership training modules.

- ODU secured a $416,000 teacher quality grant from the Virginia Department of Education to stabilize and retain teachers in Northampton County Public Schools.
• ODU wrote a grant with the Virginia Department of Education to secure a high school reform grant from the National Governors Association.

• ODU partnered with Norfolk Public Schools to win a $4.9M U. S. Department of Education Smaller Learning Community grant.

• In the last two years, faculty and staff of the Darden College of Education have written grants with school districts to secure over $16M in grants to school divisions.

• Examples of research activities.

• Faculty of the Darden College of Education has published 26 books.

• Development of an $875K rural professional development intervention model to improve student learning among children and to close the achievement gap between minority and non-minority children.

• Norfolk Public Schools has partnered with ODU on several research initiatives including secondary school reform, literacy, and teacher quality research as related to reading and writing.

• Other Achievements

• 2005 Teacher Education Program of the Year - Commonwealth Special Education Endorsement Program - AASCU Christa MacAuliffe Award.

• 61 Alumni of the Darden College of Education were named Teachers of the Year in their schools in 2004/2005;

• 4 Fulbright Scholars in 2003-2005 are faculty members of the Darden College of Education


• In 2004/2005, eleven teacher education students scored perfect
scores on the PRAXIS II examinations.

8 ODU guarantees the job performance of graduates of its NCATE and state approved teacher education programs.