

# EMORY & HENRY COLLEGE



## Emory & Henry College CAEP Annual Reporting Measures 2021-2022

In order for Emory & Henry College to meet the requirements of the Virginia Department of Education (VDOE) and the Virginia Board of Education (VBOE) agreement with the Council for the Accreditation of Educator Preparation (CAEP), the EPP submits the following information to represent the annual reporting measures for the Teacher Preparation Program.

### Annual Reporting Group: 2021-22 Completers

The EPP reported 37 completers for the 2021-22 Academic Year. 3 completers within the group also received their add-on Special Education Endorsement. The program reported only 1 non-completer.

2021-2022 Completers by Endorsement	
Virginia Program	N
6-12 Earth Science	1
6-12 English	0
6-12 History	6
6-12 Math	2
PK-12 French	1
PK-12 Health & PE	4
PK-12 Music Instrumental	3
PK-12 Music Vocal	3
PK-6 English	3
PK-6, 6-8 English	1
PK-6 History & Social Science	10
PK-6 Math	2
6-8 Math	1
Add-on SPED	3

### CAEP Accountability Measure 1: Completer Effectiveness

Completer impact on P-12 learning is measured using the EPP's Quality Assessment System in conjunction with the Virginia Education Assessment Collaborative (VEAC). The EPP uses the Employer Surveys, Completer Surveys, and Completer Impact on P-12 Learning Results to determine completer effectiveness in their first three years in the classroom.

The EPP uses completer student pass rates for the Virginia Standards of Learning assessment from the school division that employs the most program completers. In the past, the EPP has used state standardized test scores and completer overall pass rates as an indicator of completer effectiveness.

The EPP is building its capacity to collect this data and report comparative results from year to year, thus for 2021-22 completers the EPP was able to add comparative scores for 2021 and 2022. It should be noted, that there were more than ten completers employed by the school division, but only ten had standardized test results as other completers were teaching in subject areas that did not have a standardized tests given in Virginia. In some cases, teachers are moved from subject to subject or grade-level to grade-level, thus of the 10 completers reported in this school division meeting the criteria, only four completers had comparable results. In short, these completers had taught their subject area two years in a row. Seven of the ten completers had overall pass rates of more than 70%. Of the four completers teaching in the same subject and grade level, **completers showed growth in their state test scores from 2021 to 2022**. It is difficult to make comparisons due to the pass rates indicating different groups of students and different years. Additionally, in consultation with the school division Testing Coordinator and Assistant Superintendent of Instruction, some of this growth could be attributed to the tremendous learning loss during the COVID-19 pandemic and that program completers have had success in regaining these losses. Also to note, there is no data available for the 2019-20 school year due to the COVID-19 pandemic. The EPP continues to work with the reporting school division to monitor completer impact on P-12 learning.

2019-2022 Completer Standardized Test Pass Rates							
Completer	Endorsement	Year of Completion	Years of Service as of 21-22	Subject Taught	2021 SOL Data	Subject Taught	2022 SOL Data
1	PK-6, 6-8 History & SS	Summer 2019	2	Math 3	NA	Math 3	90%
2	PK-6,6-8 Math	Summer 2019	3	Math 8	50%	Math 8	60%
3	6-12 Earth Science	Fall 2021	1	Earth Science	NA	Biology	65%
4	6-12 Math	Fall 2020	2	Math 8	46%	Math 8	60%
5	6-12 Biology	Spring 2020	3	Biology	71%	Biology	86%
6	6-12 English	Fall 2019	3	English 6	77%	English 8	73%
7	PK-6, 6-8 English	Spring 2021	2	History	NA	English 6	82%
8	PK-6,6-8 English	Fall 2019	3	Math 6	65%	Math 6	95%
9	PK-6, 6-8 History & SS	Spring 2021	2	Math 4	NA	Math 4	69%
10	PK-6 English	Fall 2020	2	Grade 3	NA	Language Arts 3	94%

\*SOL Data indicates the total pass rates for all students enrolled in the completer's content area that took the SOL test.

Another indicator of completer effectiveness is the VEAC Employer and Completer Surveys. The VEAC Employer Survey items are based on the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Items A through N ask program completers' employers to rate their performance on 14 Virginia Uniform Performance Standards (VUPS) and InTASC items. Employers participating in the survey can choose the following ratings:

- 4 - Exemplary
- 3 - Proficient
- 2 - Developing/Needs Improvement
- 1 - Unacceptable

The 2021-22 Employer Survey indicates that employers believed that Emory & Henry College Completers were **proficient or higher** in all categories for their work in the classroom given mean scores of items A-N. Item G addresses employers rating the completer’s ability to impact P-12 learning with 2021-22 completers mean score 3.60 indicating that program completers were more than proficient in this category. Upon review of individual rater responses, it was found that no employer rated a completer below a 3 in this category indicating to the EPP that completers were **positively impacting P-12 learning**. The EPP’s mean score for item G was higher than the overall mean scores for all institutions included in the VEAC survey (3.26). The EPP has determined that these results indicate that completers were able to **positively impact P-12 learning growth and effectively apply their professional knowledge and skills**, and meet teacher dispositions. With low N values for each endorsement program, the EPP was not able to identify any trends by program.

The last item in the VEAC Employer Survey that asks “Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?”

Employers participating in the survey can choose the following ratings:

- 5 Fully ready (able to have an immediate impact on student learning),
- 4 Mostly ready (able to successfully meet the needs of most students)
- 3 Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers)
- 2 Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports) or
- 1 Not ready (unable to meet the needs of students even with additional supports).

The 2021-22 Employer Survey results indicate that employers believed that Emory & Henry College Completers were **mostly ready** in all categories for their work in the classroom given mean score (4.91) of the last item on the survey. Review of individual rater responses indicated that no completer was rated below at 4 for this item and the EPP’s mean score was higher than the overall mean scores for all institution included in the VEAC survey (4.43).

**Emory & Henry College VEAC Employer Survey 2021-2022**

VEAC Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)	p-value
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. *	1,092	3.30, (0.61)	20	3.60, (0.50)	0.027
B: Plans using state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students. *	1,090	3.28, (0.63)	20	3.65, (0.49)	0.006

C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. *	1,092	3.28, (0.70)	20	3.60, (0.50)	0.041
D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. *	1,079	3.17, (0.66)	20	3.60, (0.50)	0.003
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. *	1,090	3.30, (0.69)	20	3.60, (0.50)	0.053
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. *	1,091	3.36, (0.67)	20	3.65, (0.49)	0.052
G: Work results in acceptable, measurable, and appropriate student academic progress*	1,087	3.23, (0.64)	20	3.55, (0.51)	0.024
H: Selects technologies, informed by research, to promote learning for all students. *	1,074	3.26, (0.60)	20	3.60, (0.50)	0.009
I: Integrates technology into instructional materials. *	1,079	3.32, (0.58)	20	3.65, (0.49)	0.008
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms. *	1,074	3.24, (0.65)	19	3.53, (0.51)	0.060
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives. *	1,036	3.17, (0.62)	18	3.44, (0.51)	0.066

L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture. *	1,090	3.30, (0.66)	20	3.55, (0.51)	0.10
M: Uses assessment results to inform and adjust practice. *	1,079	3.21, (0.64)	20	3.65, (0.49)	0.001
N: Engages in reflective practice. *	1,079	3.28, (0.69)	20	3.55, (0.51)	0.088
Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school? **	1,100	4.43, (0.79)	22	4.91, (0.29)	0.001

\* Items Range from 1-4

\*\* Item Ranges from 1-5

Additionally, VEAC surveyed completers as to how they felt about their effectiveness after completing the program. The VEAC Completer Survey items are based on the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Items A through N ask employers to rate their performance on 14 Virginia Uniform Performance Standards (VUPS) and InTASC items. Completors participating in the survey can choose the following ratings:

- 4 - Exemplary
- 3 - Proficient
- 2 - Developing/Needs Improvement
- 1 - Unacceptable

The 2021-22 Completer Survey results indicated that graduates believed that the EPP prepared them to feel that they were proficient or better in all but two categories. For item D, which focuses on assessment data, completer mean scores were 2.88 or below proficient. Upon reviewing raw data, each of the completors that rated themselves “developing/needs improvement” graduated before the EPP required the EDUC 324/524 Assessing for Learning course. The Assessing for Learning course specifically addresses item D. Thus, the EPP will review future reports to determine if these self-assessment ratings improve with the matriculation of completors that have taken the assessment course. The same trend in data was true for item K, “Integrates diverse language and cultures into the instruction to promote the value of multilingual/multicultural perspectives.” The EPP has revised course work in EDUC 445/545 Foundations of Education to specifically address cultural competencies and the implementation of the new objectives started in 2021-22. Given the new course material, the EPP will review future reports to determine if these self-assessment ratings improve with the matriculation of completors that have taken the revised version of the course.

Item G addresses completors rating their own ability to **impact P-12 learning**. Completors self-assessed their ability to impact their students’ academic progress with a mean score 3.29 which indicated that completors were **more than proficient** in this category. The EPP’s mean score for item G was slightly higher than the overall mean scores for all institutions included in the VEAC survey (3.23).

The last item in the VEAC Completer Survey asks “Overall, how satisfied are you with your preparation from Emory & Henry College?” Completers participating in the survey can choose the following ratings:

- 5 Extremely Satisfied
- 4 Somewhat Satisfied
- 3 Neither Satisfied nor Dissatisfied
- 2 Somewhat Dissatisfied
- 1 Extremely Dissatisfied

The 2021-22 Completer Survey results indicates that completers were “somewhat **satisfied**” with a mean score of 4.44. Upon reviewing raw data, the EPP noticed that one of the completers that rated the most items with a 2 “somewhat dissatisfied” graduated prior to many of the curriculum changes (addition of Practicum coursework for all candidates, the addition of the Assessment for Learning course, cultural competencies added to coursework, etc.) that the EPP believes would have impacted their experiences in the program. Another completer with the second highest number of “2” responses, finished the survey having rated their overall experience as a 4 “somewhat satisfied” which seem to contradict their ratings on other items in the survey. This completer also graduated before the curriculum changes were implemented in the department. The EPP will continue to monitor the Completer Survey data to see if these specific areas improve with the graduation of more current cohorts. One completer commented, “The greatest strength of the teacher education program at Emory & Henry is the ability of the instructors to build relationships. This not only allows instructors to effectively teach their students, but also gives future teachers an example of how to understand their students through relationships. Emory and Henry's teacher education program is in a constant state of evaluating itself. During my time in the program, I was asked for feedback on what I wanted and thought I needed to be a resourceful and effective educator.”

**Emory & Henry College VEAC Completer Survey 2021-2022**

VEAC Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)	p-value
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. *	865	3.29, (0.58)	17	3.41, (0.62)	0.37
B: Plans using state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students. *	859	3.20, (0.59)	17	3.29, (0.47)	0.59
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. *	864	3.30, (0.64)	17	3.47, (0.72)	0.20

D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. *	858	3.06, (0.68)	17	2.88, (0.60)	0.23
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. *	866	3.39, (0.63)	17	3.35, (0.61)	0.73
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. *	864	3.56, (0.53)	17	3.65, (0.49)	0.56
G: Work results in acceptable, measurable, and appropriate student academic progress*	863	3.24, (0.60)	17	3.29, (0.47)	0.85
H: Selects technologies, informed by research, to promote learning for all students. *	861	3.23, (0.65)	17	3.18, (0.53)	0.58
I: Integrates technology into instructional materials. *	861	3.31, (0.67)	16	3.31, (0.60)	0.92
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms. *	861	3.28, (0.65)	17	3.29, (0.47)	0.87
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives. *	856	3.06, (0.72)	17	2.88, (0.60)	0.27
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture. *	865	3.29, (0.62)	17	3.12, (0.49)	0.18

M: Uses assessment results to inform and adjust practice. *	861	3.23, (0.64)	17	3.18, (0.64)	0.66
N: Engages in reflective practice. *	865	3.39, (0.60)	17	3.47, (0.51)	0.69
Overall, how satisfied are you with your preparation from Emory & Henry College? **	874	4.49, (0.79)	18	4.44, (0.98)	0.79

**CAEP Accountability Measure 2: Satisfaction of Employers and Stakeholder Involvement**

Respondents of the 2021-22 VEAC Employer Survey indicated that they believed that Emory & Henry College Completers were **mostly ready** for their work in the classroom (mean score 4.91). Raw data analysis indicated that no completer was rated below at 4 for this item and the EPP’s mean score was higher than the overall mean scores for all institutions included in the VEAC survey (4.43) Data disaggregated by item is presented under CAEP Accountability Measure 1.

Additionally, the EPP meets annually with the Teacher Preparation Advisory Council (TPAC) in order to collaborate with stakeholders. Stakeholders help to inform the EPP and the group’s input impacts practices within the teacher preparation program. In April 2022 the TPAC group met to discuss the EPPs work over the course of the previous year. Additionally, the committee split into break out groups to discuss teacher recruitment and retention, how to better train clinical faculty mentors, and opportunities for collaborations that can support educators in the region. These meetings can be evidenced by the 2022 TPAC Meeting Agenda and notes can be made available upon request. TPAC members continue to report that the EPP completers are well prepared for the classroom and that they highly regard the program.



**TPAC Meeting Agenda – April 2022**



**Teacher Preparation Program Advisory Committee (TPAC)  
April 12, 2022  
4:00PM-6:00PM  
EHC Campus – Board of Visitor’s Lounge**

1. Introductions –Sandy Frederick, Department Chair
2. Welcome – Emory & Henry College Provost –Mike Puglisi
3. Announcements
  - a. Pre-Health Camp – JP Barfield
  - b. Bartlett-Crowe Field Station News – Mark Hainsworth
  - c. STEM Initiatives
4. Memoranda of Understanding with Educational Partners
5. Update on the EHC Teacher Preparation Program (EPP)
  - a. CAEP Accreditation
  - b. New Initiative – Fast Track Online
  - c. New Partnerships
6. Small Group Discussion Topics
  - a. Table 1 - Teacher Recruitment and Retention
  - b. Table 2 - Mentorships
  - c. Table 3 - Professional Development Needs
7. Suggestions/Concerns/Needs of Educational Partners
8. Adjournment

**Materials Included in Packet**

- Information Sheet
- MOUs – Superintendents Only
- Fast Track Program Flyer
- EHC Summer Course Offerings

### **CAEP Accountability Measure 3: Candidates' Competency at Program Completion**

The EPP uses multiple measures to determine candidate competency at the end of program completion.

**The EPP reported that of the 37 candidates there was a 97.29% completion for 2021-22 Academic Year.** One candidate did not complete their professional semester.

Emory & Henry College teacher preparation students must meet the following requirements in order to be admitted as candidates to the teacher preparation program:

- Maintain an overall 2.75 GPA; 3.0 or higher for M. Ed. Initial Licensure
- Earn a 2.75 GPA; 3.0 or higher in the major.
- Successful Completion (passing scores) of State Mandated Assessments
- Successful Completion of Program Interview in Junior year

Candidate competency within their respective content areas can be measured by EPP pass rates on the content specific assessments required by the Virginia Department of Education. **The EPP's 2021-22 candidates had a 100% pass rate on the Praxis II.** The EPP Title II report is evidence of assessment pass rates and can be found on the EPP's website.

As an additional measure of candidates' competency, The Midterm and Final Evaluation of Student Teachers for Clinical Faculty and College Supervisors is a data collection instrument modeled after Virginia's 2021 *The Virginia Department of Education Uniform Performance Standards and Evaluation Criteria for Teachers*. The EPP transitioned to these new standards during the 2021-22 academic year. The Uniform Performance Standards define what teachers should know and be able to do, and they establish a foundation upon which all aspects of teacher development can be aligned. This Midterm and Final Evaluation Form is used by the clinical intern, the clinical faculty, and the college supervisor during the practicum experience and the student teaching semester. The EPP specifically looks at the student teacher results to indicate candidate's competency during the professional semester.

The Midterm and Final Evaluation Form consists of seven performance standards:

1. Professional Knowledge,
2. Instructional Planning,
3. Instructional Delivery,
4. Assessment of/for Learning,
5. Learning Environment
6. Culturally Responsive Teaching and Equitable Practices,
7. Professionalism.

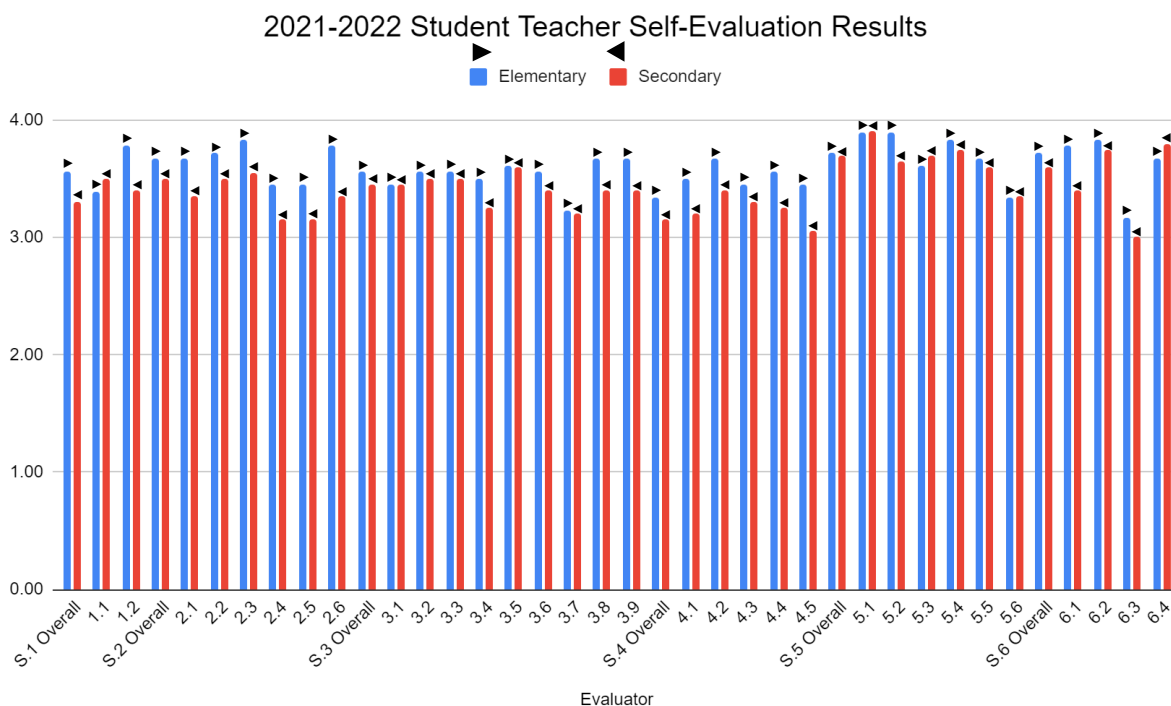
Each of these performance standards has accompanying objectives. Ratings for standards and objectives are:

- 1 "Ineffective,"
- 2 "Approaching Effectiveness,"
- 3 "Effective," and
- 4 "Highly Effective."

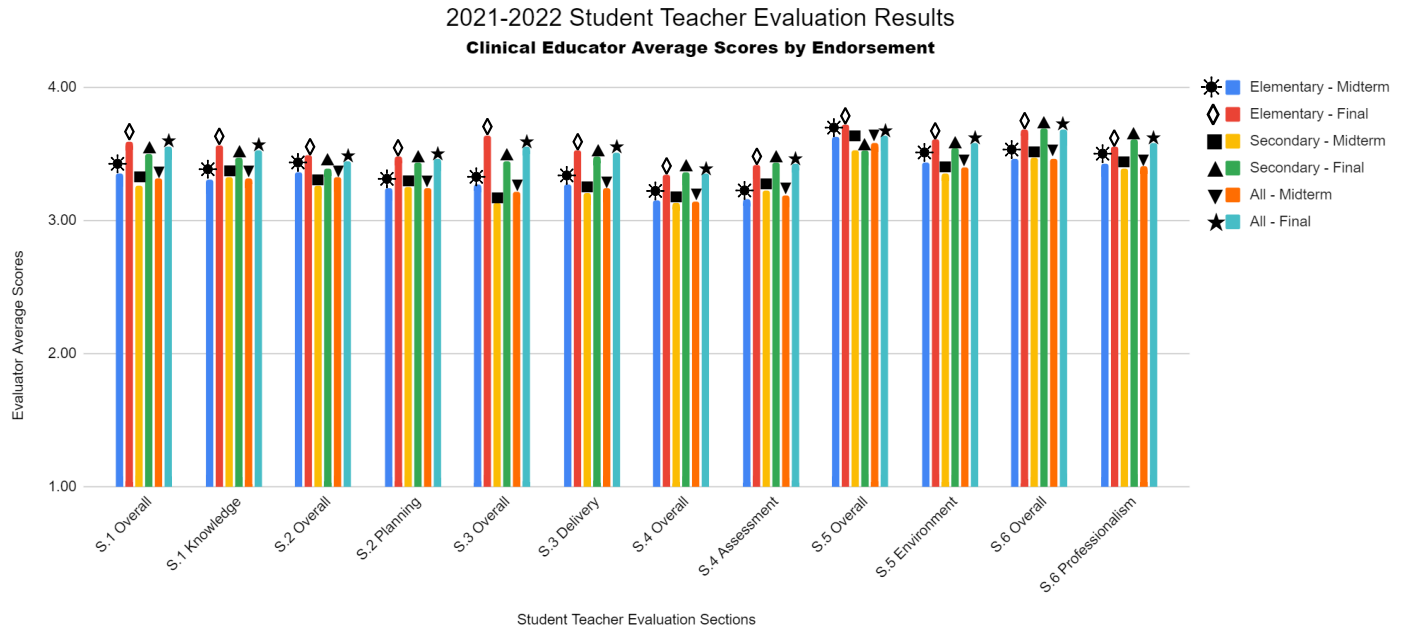
These performance standards are used in two distinct surveys that provide the EPP with evidence of the candidates' competency at program completion. The candidate uses the Self-Evaluation to self-assess their competency using the VDOE standards; and clinical faculty and college supervisor use the same standards to determine the candidates' competency during the professional semester.

The 2021-22 Mid-Term and Final Evaluation of Student Teachers and Self-Evaluation results determined that clinical faculty, college supervisor, and student teachers mean results all indicated that candidates were "effective" (3.00) or higher in all reporting categories. The EPP disaggregated results based on two categories of endorsement tracks: PK-6 Elementary and PK-12 Secondary and/or by midterm and final results. The EPP has found that these methodologies of disaggregation are helpful given the similarity of coursework and field experiences for each of these endorsement tracks.

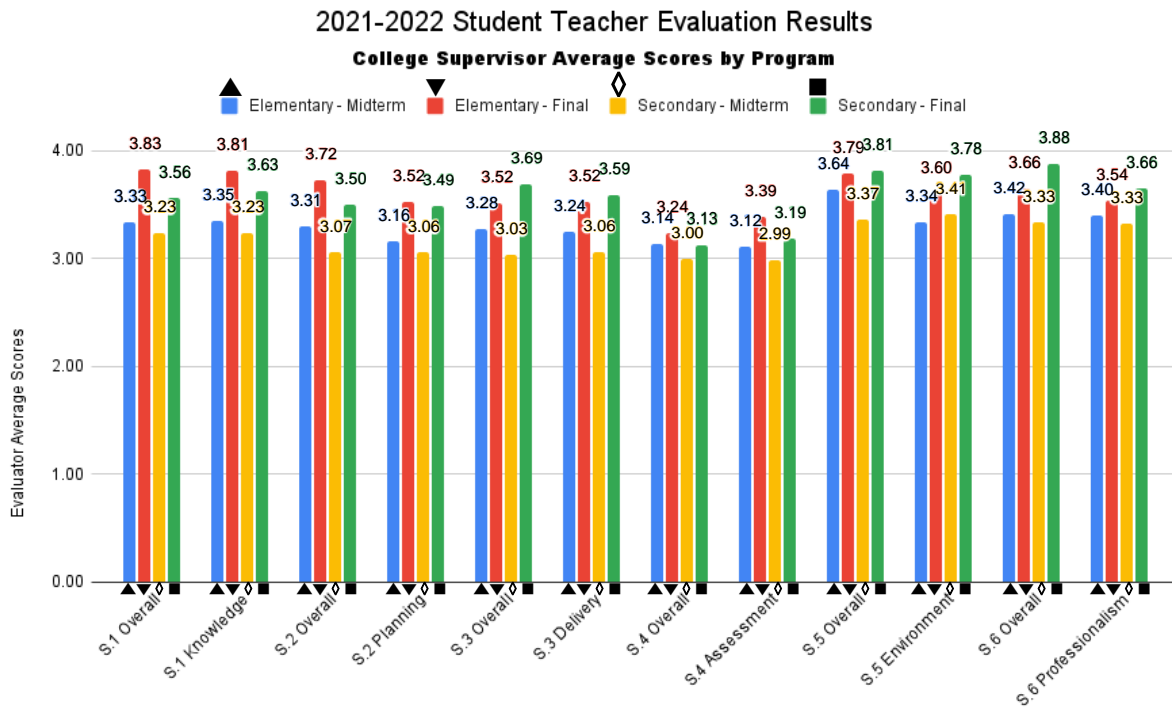
The 2021-22 Student Teacher Self-Evaluation Results mean scores indicated that all candidates rated themselves as "effective" on all standards. The only category of note was standard 6.3: "Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learner, and students with disabilities." Secondary candidates' mean scores were right at 3.00 or "effective" as compared to elementary track candidates, which were higher. The EPP will continue to monitor this category as the Education Department has worked to implement new content in the EDUC 445/545 Foundations of Education that specifically address this teacher competency.



The 2021-22 **Mid-Term and Final Evaluation of Student Teachers by Clinical Educators** mean score results also indicated that field placement mentors rated student teachers as “effective” or higher in all reporting categories. Elementary and Secondary candidates also showed growth from their mid-term to final evaluation in all categories.



The 2021-22 **Mid-Term and Final Evaluation of Student Teachers by College Supervisor** mean score results also indicated that college supervisors rated student teachers as “effective” or higher in all but one reporting categories. Secondary candidate mean scores for the mid-term evaluation period were slightly below “effective” (2.99) However, secondary candidate mean scores improved to “effective” (3.19) upon final evaluations of student teachers. All Elementary and Secondary candidates also showed growth from their mid-term to final evaluation in all categories.



The Disposition Survey is completed by Education Division faculty and staff during program interviews (students must be at junior status) and candidate Exit Interviews. Before the survey is completed, faculty discuss with the candidate any areas of concern and offer feedback and guidance. During program interviews, faculty check student’s progress in the program which includes the passing of coursework, state mandated assessments, and overall G.P.A.. Faculty also conduct a mock interview and provide the student with feedback on all aspects of the program interview. After the program interview, two faculty members complete the Disposition Survey for each student interviewed. During Exit Interviews, one faculty member interviews candidates after they have completed their student teaching semester. Before this interview, the faculty and staff have reviewed evaluations of the candidate in order to address any areas of concern or commendation. After the Exit Interview is completed, the faculty member completes the Disposition Survey on the candidate.

The Disposition Survey requires survey participants to respond to a series of questions that ask Education Division faculty and staff to rate the candidate as:

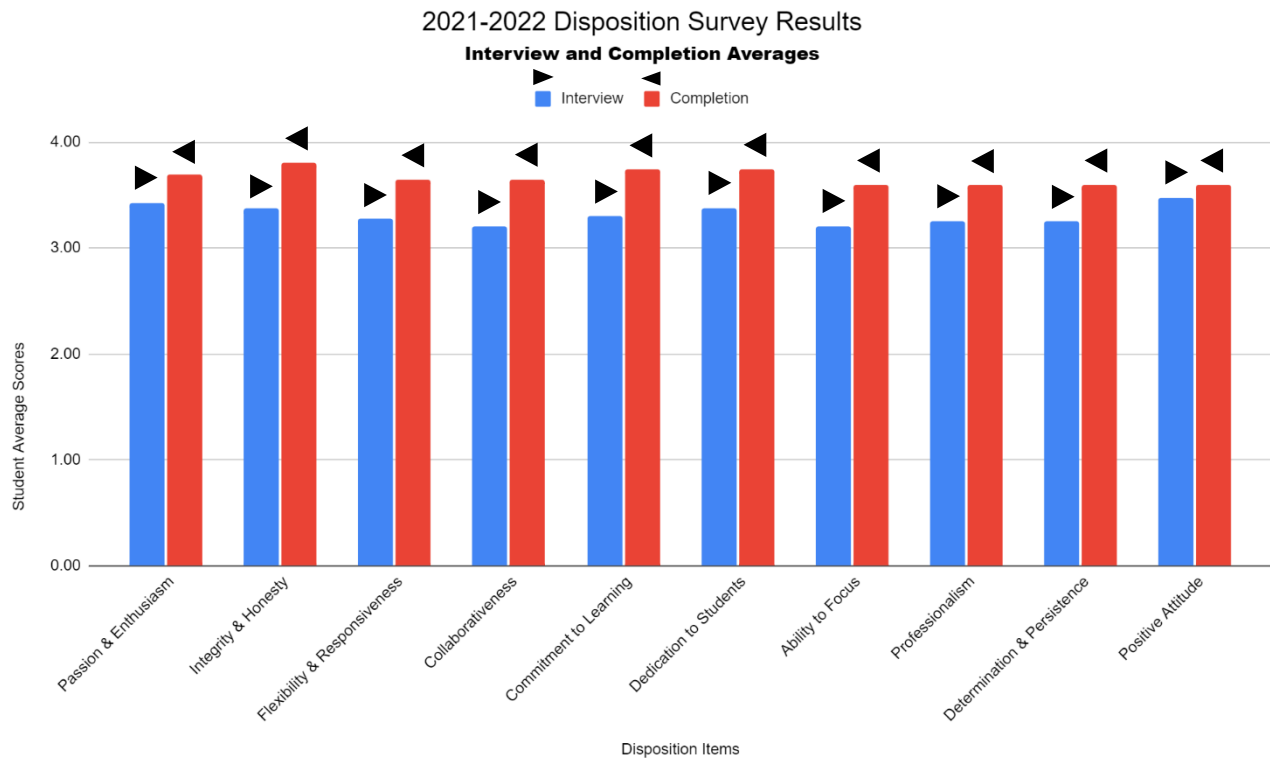
- 1 “needs improvement,”

- 2 “developing/emerging,”
- 3 “satisfactory/meets expectations,” or
- 4 “exemplary/exceeds expectations.”

The Disposition Survey addresses the following teacher dispositions:

- Shows passion and enthusiasm in teaching and working with children.
- Demonstrates integrity and honesty, and meets ethical expectations.
- Is flexible and responsive to change.
- Works collaboratively with peers, colleagues, and families.
- Demonstrates a commitment to continued learning, reflection, and self-assessment.
- Values student achievement and learning of all students.
- Demonstrates the ability to focus during the learning process and respond positively to suggestions for improvement.
- Demonstrates punctuality, attendance, and ability to meet deadlines.
- Demonstrates determination and persistence in overcoming obstacles.
- Has a positive attitude.

The 2021-22 Completer Disposition Results indicate mean scores in all reporting categories that were **above the satisfactory/meets expectation** rating at the Program Interview (junior status interview) and Exit Interview (program completion). Faculty rating results indicate that completers grow their teacher dispositions while matriculating through their program of study, and that they display those dispositions at a satisfactory level upon program completion.



**CAEP Accountability Measure 4: Ability of completers to be hired**

The EPP had 37 total completers in 2021-2022. Of those 37, only two did not go on to teaching positions. Of the two, one completer is pursuing a career in law, and the other completer was an Instrumental Music endorsement graduate and there were not obtainable positions open to them in the region they were seeking employment. **Thus, the EPP is able to report that 94.59% of the 2021-22 program completers were hired into teaching positions.** Of those positions, thirty were hired in Virginia, and seven were hired in Tennessee.

2021-22 Completers Hired		
Endorsement Area	County	State
6-12 Earth Science	Washington	VA
PK-12 French	Pulaski	VA
6-12 History	Washington	VA
6-12 History	Washington	VA
6-12 History	Wythe	VA
6-12 History	Hawkins	TN
6-12 History	Bristol	VA
6-12 History	Abingdon – Private Christian Academy	VA
6-12 Math	Prince William	VA
PK-12 Health & PE	Appomattox	VA
PK-12 Health & PE	Smyth	VA
PK-12 Health & PE	Hawkins	TN
PK-12 Health & PE	Sullivan	TN
PK-12 Music Instrumental	Washington	VA
PK-12 Music Instrumental	Knox	TN
PK-12 Music Vocal	Bristol	VA
PK-12 Music Vocal	Montgomery	VA
PK-12 Music Vocal	Washington	VA
PK-6 English	Bristol	VA
PK-6 English	Knox	TN
PK-6 English	Washington	VA
PK-6, 6-8 English	Washington	VA
PK-6 History & Social Sciences	Smyth	VA
PK-6 History & Social Sciences	Washington	VA
PK-6 History & Social Sciences	Washington	VA
PK-6 History & Social Sciences	Washington	VA
PK-6 History & Social Sciences	Washington	VA
PK-6 History & Social Sciences	Washington	VA
PK-6 History & Social Sciences	Smyth	VA
PK-6 History & Social Sciences	Smyth	VA
PK-6 History & Social Sciences	Washington	VA
PK-6 History & Social Sciences	Montgomery	VA
PK-6 Math	Roanoke	VA
PK-6 Math	Washington	VA
6-8 Math	Smyth	VA