

2019 UVa-Wise Teacher Education Program CAEP Annual Reporting Measures

1. Impact on P-12 learning and development (Component 4.1)

Standard 4.1 states that by using multiple measures, the provider documents that program Completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

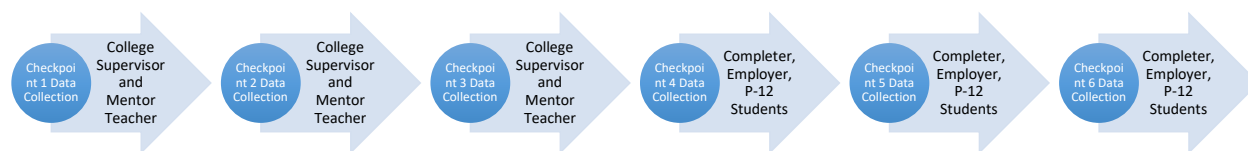
UVa-Wise must ensure teacher candidates have a positive impact on P-12 learning and development. Student growth is the amount of academic gain a student has made between two points in time. In most comparisons, student growth is measured from the first several days of the school year to the end of the school year. Growth is the difference between the beginning and ending score.

In teacher preparation, the measurement of student growth is a complicated process. The challenge for teacher preparation programs is creating valid and reliable growth measures when teacher candidates are limited in the time spent with P-12 students, candidates may not work with the same group of students, and candidates are in the process of learning how to teach.

Considering the multitude of variables, the UVa-Wise TEP has instituted multiple evaluation instruments at key points during the program to document P-12 student growth. The following evidence is collected and represented for CAEP Standard 4.1.

Evidence for CAEP Standard 4.1 (Impact on P-12 Learning and Development)
1. UVa-Wise Education Program Checkpoints to Monitor P-12 Student Growth
2. Employer Satisfaction Survey
3. Summative Evaluation
4. Completer Survey
5. Lesson Plan Evaluation
6. Positive Impact on Student Learning Report

1. UVa-Wise Teacher Education Checkpoint System



The TEP established key times during candidate development where the impact on P-12 learning and development is measured. The Checkpoint system is a model used to describe specific points in the teacher education program when candidates are evaluated and impact measures are collected. In total, there are six checkpoints in the UVa-Wise TEP model where checkpoints one, two, and three are completed while candidates are enrolled in the College and checkpoints four, five, and six are conducted when candidates have completed the program.

2. Employer Satisfaction Survey

The Employer Satisfaction Survey provides information about UVa-Wise TEP completers' first three years of teaching. The survey is aligned to CAEP standards and was administered in May 2018. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1). The survey response rate was 33% (37 returned from an initial mailing of 73) for all three years.

Table 3.1.2 2018 Employer Satisfaction Survey for 2015-2017

2018 Employer Satisfaction Survey for 2015-2017 (CAEP 1.2)																																																						
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	2015 (End of 3rd year teaching)								2016 (End of 2nd year teaching)								2017 (End of 1st year teaching)								3 Year Averages																													
	Total completers 41, 15 returned surveys								Total completers 42, 13 returned surveys								Total completers 28, 9 returned surveys																																					
	PK-6	H&PE	MUS	SPED	BUS	ENG	MTH	HIS	BIO	PK-6	H&PE	MUS	SPED	ENG	MTH	HIS	PK-6	H&PE	MUS	SPA	SPED	BUS	ENG	HIS		MTH																												
Survey Question	9	3	2	5	2	1	2	1	1	Completers	20	1	3	10	2	3	3	Completer	13	6	1	1	2	1	1	1	2	Completer	4	2	1	1	1	1	# RETURNED	8	2	1	1	1	# RETURNED	4	2	1	1	1	1	# RETURNED	3	3	3	3	3	3
Evidence of Growth																																																						
6. Reflection of Professional Growth	3.4	3.7								3.6								3.4									3.1							3.3	3.5																			
7. Impact on Student Learning	3.4	3.7								3.5								3.6									3.2							3.3	3.5																			
Performance Standards																																																						
16. P-12 Student Growth and Achievement	3.3	3.0								3.2								3.5									3.2							3.3	3.4																			
111 completers, 73 located, 73 surveys sent, 37 returned surveys																																																						
Endorsement Areas with 1 or 2 returned surveys are calculated in the averages. The actual values are hidden for privacy and student identification.																																																						

Question number six asked employers to evaluate the ability of completers to reflect on professional growth. Employers rated question number six at 3.6 for completers finishing their third year of teaching, 3.4 for completers finishing their second year of teaching, and 3.3 for completers finishing their first year of teaching. The ratings indicate that employers found completers to be between the target and accomplished levels.

Question number seven asked employers to evaluate the impact completers have on P-12 student learning. Employers rated question number seven at 3.5 for completers finishing their third year of teaching, 3.6 for completers finishing their second year of teaching, and 3.3 for completers finishing their first year of teaching. The ratings indicate that employers found completers to be between the target and accomplished levels.

2018 Summative Evaluation Fall Interns Checkpoint 3												
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	Internships F18 (10 Students)											
	Checkpoint 3											
Student ID Number												Averages
Students	1	2	3	4	5	6	7	8	9	10		
Professional Competency												
4. Assessment Practices	3.5	4.0	4.0	3.0	3.5	3.0	3.0	3.0	3.0	3.0	3.0	3.3
Growth												
8. Reflection of Professional Growth	4.0	3.5	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.3
9. Impact on Student Learning	3.0	4.0	3.5	3.5	3.5	3.5	3.0	3.5	3.5	3.5	3.5	3.5
10. Use of Research to Inform Pedagogy	4.0	4.0	4.0	3.0	3.0	2.0	2.0	3.0	3.0	4.0	3.0	3.2

4. Completer Survey

The Completer Survey provides information about UVa-Wise TEP completers' first three years of teaching. The survey is aligned to CAEP standards and was administered in May 2018. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1). The survey response rate was 42% (47 returned from an initial mailing of 73) for all three years. Results of the survey are shown in Table below.

2018 Completer Survey 2015-2017																										
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	2015 (End of 3rd year teaching)								2016 (End of 2nd year teaching)						2017 (End of 1st year teaching)						3 Year Averages					
	Total completers 41, 19 returned surveys								Total completers 42, 16 returned surveys						Total completers 28, 12 returned surveys											
	PK-6	H&PE	MUS	SPED	BUS	ENG	MTH	HIS	BIO	PK-6	H&PE	MUS	SPED	ENG	MTH	HIS	PK-6	H&PE	MUS	SPA		SPED	BUS	ENG	HIS	MTH
Survey Question	18	9	2	5	2	1	2	1	1	20	1	3	10	2	3	3	13	6	1	1	2	1	1	1	2	
	3	1	2	1	1	1	1	1	1	11			2	1	1	1	7	2			1	1	1	1		
Evidence of Growth																										
6. Reflection of Professional Growth	3.6	3.7								3.6							3.3								3.2	3.4
7. Impact on Student Learning	3.5	3.7								3.6							3.3								3.3	3.4
Performance Standards																										
16. P-12 Student Growth and Achievement	3.1	3.3								3.4							3.3								3.1	3.2

111 completers, 73 located, 73 surveys sent, 47 returned surveys

Endorsement Areas with 1 or 2 returned surveys are calculated in the averages. The actual values are hidden for privacy and student identification.

Question number six asked completers to evaluate their ability to reflect on professional growth. Completors who were finishing their third year of teaching rated themselves at 3.4, completors finishing their second year of teaching also rated themselves at 3.4, and completors finishing their first year of teaching rated themselves at 3.2. The ratings indicate that completors found themselves to be between the target and accomplished levels.

Question number seven asked completors to evaluate their impact on P-12 student learning. Completors who were finishing their third year of teaching rated themselves at 3.4, completors finishing their second year of teaching also rated themselves at 3.4, and completors finishing their first year of teaching rated themselves at 3.3. The ratings indicate that completors found themselves to be between the target and accomplished levels.

Question number sixteen asked completors to evaluate the impact completors have on P-12 student growth and achievement. Completors who were finishing their third year of teaching rated themselves at 3.2, completors finishing their second year of teaching rated themselves at

3.3, and completers finishing their first year of teaching rated themselves at 3.1. The ratings indicate that completers found themselves to be between the target and accomplished levels.

5. Lesson Plan Evaluation

The Lesson Plan Evaluation provides information about UVa-Wise TEP candidates at three checkpoints during the education program. The revised evaluation instrument was implemented during the fall 2018 semester at the noted checkpoints. The Lesson Plan Evaluation is completed by the college supervisor and the mentor teacher (mentors will begin use in spring 2019). The tables below reflect the score from the college supervisor. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1). The evaluation is scheduled to be given at three checkpoints; the following tables represent evaluation results from checkpoints 1 and 3. The instrument will be collected from checkpoint 2 starting in the spring of 2019.

Table 3.1.7 2018 Lesson Plan Evaluation Fall 2510 Checkpoint 1

2018 Lesson Plan Evaluation Fall 2510 Checkpoint 1																																					
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	EDU 2510 F18 (36 Students)																																				
	Checkpoint 1																																				
	Student ID Number	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	Averages	
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
2. Measurement of P-12 Student Baseline Knowledge and Skills	1	1	1	1	1	2	1	1	1	1	1	2	1	1	2	2	2	1	2	1	2	1	1	1	2	2	2	2	1	1	1	2	1	1	1	1.3	
3. Assessments	2	2	2	2	2	2	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2	2	2	2	2	2	2	2	1.8	

Question number two asked evaluators to rate candidates’ ability to measure P-12 students’ baseline knowledge and skills. The rating for question two was 1.5 for candidates at checkpoint 1. The ratings indicate that college supervisor found candidates to be between the ineffective and emerging.

Question number three asked college supervisors to evaluate the ability of candidates to plan assessments that measure student performance. The average rating for question number three was 1.8 for candidates at checkpoint 1. The ratings indicate that college supervisors found candidates to be between the ineffective and emerging levels.

Table 3.1.8 2018 Lesson Plan Evaluation Fall Interns Checkpoint 3

2018 Lesson Plan Evaluation Fall Interns Checkpoint 3											
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	Internship F18 (10 Students)										
	Checkpoint 3										
	Student ID Number										
Students	1	2	3	4	5	6	7	8	9	10	
2. Measurement of P-12 Student Baseline Knowledge and Skills	3.0	3.0	3.5	3.5	4.0	4.0	3.5	4.0	3.5	3.5	3.6
3. Assessments	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.5	3.5	3.0	3.1

Question number two asked evaluators to rate candidates' ability to measure P-12 students' baseline knowledge and skills. The rating for question two was 3.6 for candidates at checkpoint 3. The ratings indicate that college supervisors found candidates to be between the target and accomplished levels.

Question number three asked college supervisors to evaluate the ability of candidates to plan assessments that measure student performance. The rating for question number three was 3.1 for candidates at checkpoint 3. The ratings indicate that college supervisors found candidates to be between the target and accomplished levels.

6. Positive Impact on Student Learning Reports

Teacher candidates enrolled in the internship and EDU 4090 are required to complete Positive Impact on Student Learning Reports. Impact reports are part of checkpoint 3.

Interns provide documentation and evidence of P-12 student learning. This data/evidence consists of either quantitative or qualitative measures of student achievement, including both pre- and post-instruction assessments. Pre- and post-assessment measures can include actual pretests or qualitative evaluations of prior knowledge and learning, including KWLs, anticipation guides, and other similar strategies. The report is designed to teach interns how to develop methods for evaluating student progress, analyzing data, measuring student growth, and formulating instructional decisions based on data.

Candidates are required to:

- Implement an assessment of a small group or a class
- Describe the grade, subject, and child/student
- Coordinate with mentor teacher for topic/activity
- Conduct research to develop baseline knowledge, key elements, vocabulary, etc.
- Clearly list learning objectives (be sure to note College and Career Ready Standards)
- Report on instructional approach
- Assure lesson plans address all learners
- Apply evidence-based practice in teaching
- Administer pre-test and post-test
- Differentiate instruction/assessment/other
- Conduct analysis of data (e.g. item analysis, data collection over time, pre- and post-test comparison, display data in table or graph)
- Report P-12 student performance using a comparison model to show pre-test score, post-test score, and the difference between the two scores.
- Interpret results and write a reflection
- Using the data-based decisions, remediation plans (if needed)
- Cite research evidence that informed decisions made in this project

An example Positive Impact on Student Learning is reflected below.

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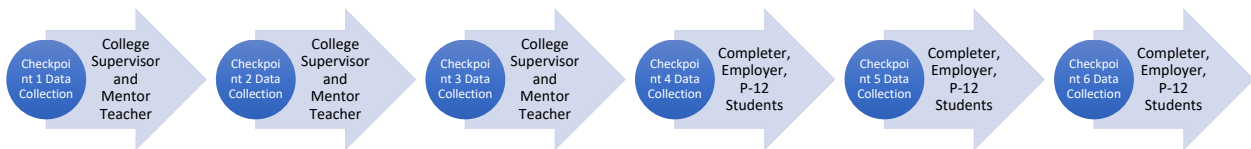
2. Indicators of Teaching Effectiveness (Component 4.2)

Standard 4.2 states that by using multiple measures, the provider demonstrates, through structured and validated observation instruments and student surveys, that Completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

The UVa-Wise TEP demonstrates Completer effectiveness at multiple checkpoints and through multiple instruments. As reflected in the table below, data is collected using multiple instruments during the first three years of completing the preparation program. According to the results provided by employers, Completers, and student data, UVa-Wise Completers are effective educators.

Evidence for CAEP Standard 4.2 (Indicators of Teaching Effectiveness)
<ol style="list-style-type: none"> 1. UVa-Wise Education Program Checkpoints to Monitor P-12 Student Growth 2. Employer Satisfaction Survey 3. Completer Survey 4. Positive Impact on Student Learning Report

1. UVa-Wise Teacher Education Checkpoint System



The Checkpoint system is a model used to describe specific points when candidates/completers are evaluated and teacher effectiveness data is collected. In total, there are six checkpoints in the UVa-Wise TEP model where checkpoints one, two, and three are completed while candidates are enrolled in the College and checkpoints four, five, and six are conducted when candidates have completed the program.

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18	9	2	5	2	1	2	1	1	# RETURNED	20	1	3	10	2	3	3	# RETURNED	13	6	1	1	2	1	1	1	2	# RETURNED
Survey Question																											
Professional Competency																											
1. Content Knowledge																											
2. Knowledge of Learner and Learning																											
3. Planning & Instructional Practices																											
4. Professional Collaborative Activities & Co-Teaching																											
5. Interactions/Collaborations for Diverse Students																											
Evidence of Growth																											
6. Reflection of Professional Growth																											
7. Impact on Student Learning																											
Application of Content																											
8. Knowledge of Academic Standards																											
9. Application of Content and Pedagogy																											
College & Career Ready Standards																											
10. Skill & Commitment																											
11. Student Access																											
Use of Technology																											
12. Student Engagement & Learning																											
13. Enrichment of Professional Practice																											
Performance Standards																											
14. Performance Standard 4: Assessment of and for Student Learning																											
15. Performance Standard 5: Learning Environment																											
Performance Standards																											
16. P-12 Student Growth and Achievement																											
17. Comparison of overall preparedness to other institutions (new for 2019)																											
111 completers, 73 located, 73 surveys sent, 37 returned surveys																											
Endorsement Areas with 1 or 2 returned surveys are calculated in the averages. The actual values are hidden for privacy and student identification.																											

3. Completer Survey

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	Total completers 41, 19 returned surveys									Total completers 42, 16 returned surveys									Total completers 28, 12 returned surveys									Averages	
	PK-6	H&PE	MUS	SPED	BUS	ENG	MTH	HIS	BIO	Completers	PK-6	H&PE	MUS	SPED	ENG	MTH	HIS	Completer	PK-6	H&PE	MUS	SPA	SPED	BUS	ENG	HIS	MTH	Completer	
Survey Question	9	3	1	2	1	1	1	1	# RETURNED	20	1	3	10	2	3	3	Completer	13	6	1	1	2	1	1	1	2	Completer		
Professional Competency																													
1. Content Knowledge	3.8	3.7							3.8	3.6							3.5	3.3										3.1	3.5
2. Knowledge of Learner and Learning	3.4	3.7							3.5	3.1							3.1	3.0										3.0	3.3
2. Planning & Instructional Practices	3.6	3.7							3.6	3.5							3.5	3.0										3.0	3.4
4. Professional Collaborative Activities & Co-Teaching	3.2	3.7							3.2	3.3							3.4	3.0										2.9	3.2
5. Interactions/Collaborations for Diverse Students	3.1	3.7							3.2	3.3							3.3	2.8										2.9	3.1
Evidence of Growth																													
6. Reflection of Professional Growth	3.6	3.7							3.4	3.6							3.4	3.3										3.2	3.4
7. Impact on Student Learning	3.5	3.7							3.4	3.6							3.4	3.3										3.3	3.4
Application of Content																													
8. Knowledge of Academic Standards	3.6	3.3							3.5	3.7							3.5	3.8										3.4	3.5
9. Application of Content and Pedagogy	3.6	3.3							3.5	3.7							3.5	3.3										3.2	3.4
College & Career Ready Standards																													
10. Skill & Commitment	3.1	3.7							3.1	3.3							3.1	3.3										2.9	3.1
11. Student Access	3.3	3.7							3.1	3.1							3.0	3.3										3.1	3.1
Use of Technology																													
12. Student Engagement & Learning	3.7	4.0							3.5	3.4							3.4	3.8										3.5	3.5
13. Enrichment of Professional Practice	3.6	4.0							3.5	3.6							3.5	3.5										3.3	3.4
Performance Standards																													
14. Performance Standard 4: Assessment of and for Student Learning	3.6	3.7							3.5	3.7							3.4	3.5										3.1	3.4
15. Performance Standard 5: Learning Environment	3.6	3.7							3.4	3.7							3.5	3.5										3.3	3.4
16. P-12 Student Growth and Achievement	3.1	3.3							3.2	3.4							3.3	3.3										3.1	3.2
17. Reflection on overall preparedness (new for 2019)									#VALUE!								#VALUE!											#VALUE!	#VALUE!
111 completers, 73 located, 73 surveys sent, 47 returned surveys																													
Endorsement Areas with 1 or 2 returned surveys are calculated in the averages. The actual values are hidden for privacy and student identification.																													

4. Positive Impact on Student Learning Reports

Completers provide documentation and evidence of teacher effectiveness through multiple sources. The most consistent method of collecting information about P-12 students is through the Completer survey. The survey allows program Completers to quickly select a the level of effectiveness they offer to P12 learners. In some instances, the EPP is able to collect additional data on teacher effectiveness. The table below reflects a sample of student scores on benchmark tests given throughout the year by our Completers. We will continue to work with school districts, Completers, and the VDOE to identify new and reliable methods of collecting data.

UVa-Wise Completer Impact on Student Learning in Years 1, 2, 3 (Data provided by Wise County Public Schools through Benchmark

Year Completed	Data Year	Yr Exp.	Completer	Employer	Endorsement Area(s)	Assignment Grade	Benchmark Test1	Benchmark Test 2	Benchmark Test 3
2016	2017-2018	2	JC	Wise County Public Schools	Algebra I				
	2018-2019	3				9			50%
2017	2017-2018	1	DM	Wise County Public Schools	PK-6 SCI	7	80	68.25	79.3
	2018-2019	2				6	76	64	77
2017	2017-2018	1	KR	Wise County Public Schools	Science	6--7	100	96	96
	2018-2019	2					100	75	91
2017	2017-2018	1	KH	Wise County Public Schools	PK-6 Eng	6	92	84	87
	2018-2019	2					94	88	90
2017	2017-2018	1	KO	Wise County Public Schools	PK-6 MTH	2	75	91	100
	2018-2019	2					84	67	100
2018	2018-2019	1	DB	Wise County Public Schools	English	7	79	69	71
2018	2018-2019	1	KC	Wise County Public Schools	PK-6 MTH	6	39	73	65
2018	2018-2019	1	JS	Wise County Public Schools	PK-6 SCI	11	not given	not given	71
2018	2018-2019	1	RT	Wise County Public Schools	History	10	not given	not given	44
2018	2018-2019	1	KA	Wise County Public Schools	PK-6 MTH	8	100	not given	100

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3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the Completers' preparation for their assigned responsibilities in working with P-12 students

UVa-Wise must ensure that employers are satisfied with Completers' preparation. The Employer Satisfaction Survey assumes that program quality and completer effectiveness can be measured by employers' (building administrators) observations and completer performance reviews. The survey seeks to partially evaluate the program based on responses to a series of questions. The survey obtains employers' opinions as they respond to questions by selecting from a rating (Accomplished, Target, Emerging, Ineffective) scale. Data is collected with the survey for program completers for the first three years of their employment.

As experienced educators, administrators, and school leaders, building principals are in the position to provide objective, valid, and reliable evaluations of beginning teachers. Principals are familiar with instructional practices, content knowledge, teacher growth, college and career ready standards, use of technology, and P-12 student growth.

The Employer Satisfaction Survey is sent directly to the school administrator for all completers whose employment can be identified. Historically, employer surveys have relied on school administrators to identify UVa-Wise Completers and their years of experience. We are hopeful the employment location of completers provided by the VDOE will strengthen the survey process by individualizing the surveys as they are sent to administrators. Administrators receive a survey identifying the candidate's name and number of years of experience.

2018 Employer Satisfaction Survey for 2015-2017

Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	2015 (End of 3rd year teaching)										2016 (End of 2nd year teaching)								2017 (End of 1st year teaching)								3 Year Averages		
	Total completers 41, 15 returned surveys										Total completers 42, 13 returned surveys								Total completers 28, 9 returned surveys										
	PK-6	H&PE	MUS	SPED	BUS	ENG	MTH	HIS	BIO	Completers # RETURNED	PK-6	H&PE	MUS	SPED	ENG	MTH	HIS	Completers # RETURNED	PK-6	H&PE	MUS	SPA	SPED	BUS	ENG	HIS		MTH	Completers # RETURNED
Professional Competency	9	3		2	2	1	2	1	1	3.3	8			2	1	1	1	3.5	4	2	1	1	2	1	1	1	2	3.4	3.4
1. Content Knowledge	3.3	3.3								3.3	3.4							3.5	3.1									3.4	3.4
2. Knowledge of Learner and Learning	3.3	3.3								3.3	3.2							3.4	3.2									3.4	3.4
3. Planning & Instructional Practices	3.2	3.3								3.2	3.2							3.4	3.2									3.4	3.3
4. Professional Collaborative Activities & Co-Teaching	3.0	3.3								3.2	3.0							3.2	3.0									3.2	3.2
5. Interactions/Collaborations for Diverse Students	3.0	3.3								3.1	2.9							3.2	2.9									3.2	3.2
Evidence of Growth																													
6. Reflection of Professional Growth	3.4	3.7								3.6	3.2							3.4	3.1									3.3	3.5
7. Impact on Student Learning	3.4	3.7								3.5	3.4							3.6	3.2									3.3	3.5
Application of Content																													
8. Knowledge of Academic Standards	3.4	3.3								3.4	3.6							3.7	3.0									3.3	3.5
9. Application of Content and Pedagogy	3.1	3.3								3.2	3.4							3.6	3.1									3.4	3.4
College & Career Ready Standards																													
10. Skill & Commitment	3.3	3.7								3.3	3.1							3.3	3.0									3.2	3.3
11. Student Access	3.2	3.7								3.3	3.1							3.3	3.0									3.2	3.3
Use of Technology																													
12. Student Engagement & Learning	3.3	4.0								3.4	3.2							3.3	3.3									3.5	3.4
13. Enrichment of Professional Practice	3.1	4.0								3.3	3.3							3.3	3.1									3.4	3.3
Performance Standards																													
14. Performance Standard 4: Assessment of and for Student Learning	3.5	3.7								3.5	3.4							3.5	3.4									3.5	3.5
15. Performance Standard 5: Learning Environment	3.5	3.7								3.5	3.5							3.5	3.5									3.4	3.5
Performance Standards																													
16. P-12 Student Growth and Achievement	3.3	3.0								3.2	3.5							3.5	3.2									3.3	3.4
17. Comparison of overall preparedness to other institutions (new for 2019)										#####								#####										#!VALUE!	#!VALUE!

111 completers, 73 located, 73 surveys sent, 37 returned surveys

Endorsement Areas with 1 or 2 returned surveys are calculated in the averages. The actual values are hidden for privacy and student identification.

2019 UVa-Wise Teacher Education Program CAEP Annual Reporting Measures

4. Satisfaction of Completers (Component 4.4 | A.4.2)

The provider demonstrates, using measures that result in valid and reliable data, that program Completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

The Completer Survey assumes that program quality and effectiveness can be measured on what completers have experienced in the year(s) following completion of the TEP. The survey seeks to evaluate the program based on responses to a series of questions. The survey obtains information through completers' opinions by responding to questions with satisfaction levels of Accomplished, Target, Emerging, and Ineffective.

We value the opinion of program completers. The survey prompts completers to evaluate the quality of multiple aspects of their progress in the teaching profession. By gathering data from different perspectives over time, a more complete, valid, and reliable view of our candidates is obtained. For example, completers are surveyed for three years after their completion of the Teacher Education Program. During their coursework and internship, students are taught how to reflect on their own abilities and skills. During the teaching internship, students are required to submit a daily log where they reflect on their own progress and develop plans for self-improvement based on student data. Candidates learn reflection skills throughout the program and when they become completers, we feel their training and experience in self-reflection will produce high quality feedback on the completer survey.

The Completer Survey is sent directly to the school email address for all completers whose employment can be identified. Historically, completer surveys were addressed and mailed to each completers' school address. Completers did not return surveys at a high rate. We are hopeful the employment location of completers provided by the VDOE will strengthen the survey process by sending individual emails to completers.

The Completer Survey was distributed by mail in May of 2018. Beginning in May of 2019, the Completer Survey will be distributed annually using the data management system Watermark Via. Teacher candidates are required to purchase a 7-year subscription to Watermark Via. The 7-year subscription will allow faculty within the TEP to continue to use the data management system for three years after candidates complete the program.

2018 Completer Survey 2015-2017

Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	2015 (End of 3rd year teaching)									2016 (End of 2nd year teaching)							2017 (End of 1st year teaching)								3 Year Averages				
	Total completers 41, 19 returned surveys									Total completers 42, 16 returned surveys							Total completers 28, 12 returned surveys												
	PK-6	H&PE	MUS	SPED	BUS	ENG	MTH	HIS	BIO	Completers	PK-6	H&PE	MUS	SPED	ENG	MTH	HIS	Completer	PK-6	H&PE	MUS	SPA	SPED	BUS		ENG	HIS	MTH	Completer
Survey Question	9	3	1	2	1	1	1	1	# RETURNED	11								# RETURNED	7	2			1					1	# RETURNED
Professional Competency																													
1. Content Knowledge	3.8	3.7							3.8	3.6							3.5	3.3									3.1	3.5	
2. Knowledge of Learner and Learning	3.4	3.7							3.5	3.1							3.1	3.0									3.0	3.3	
2. Planning & Instructional Practices	3.6	3.7							3.6	3.5							3.5	3.0									3.0	3.4	
4. Professional Collaborative Activities & Co-Teaching	3.2	3.7							3.2	3.3							3.4	3.0									2.9	3.2	
5. Interactions/Collaborations for Diverse Students	3.1	3.7							3.2	3.3							3.3	2.8									2.9	3.1	
Evidence of Growth																													
6. Reflection of Professional Growth	3.6	3.7							3.4	3.6							3.4	3.3									3.2	3.4	
7. Impact on Student Learning	3.5	3.7							3.4	3.6							3.4	3.3									3.3	3.4	
Application of Content																													
8. Knowledge of Academic Standards	3.6	3.3							3.5	3.7							3.5	3.8									3.4	3.5	
9. Application of Content and Pedagogy	3.6	3.3							3.5	3.7							3.5	3.3									3.2	3.4	
College & Career Ready Standards																													
10. Skill & Commitment	3.1	3.7							3.1	3.3							3.1	3.3									2.9	3.1	
11. Student Access	3.3	3.7							3.1	3.1							3.0	3.3									3.1	3.1	
Use of Technology																													
12. Student Engagement & Learning	3.7	4.0							3.5	3.4							3.4	3.8									3.5	3.5	
13. Enrichment of Professional Practice	3.6	4.0							3.5	3.6							3.5	3.5									3.3	3.4	
Performance Standards																													
14. Performance Standard 4: Assessment of and for Student Learning	3.6	3.7							3.5	3.7							3.4	3.5									3.1	3.4	
15. Performance Standard 5: Learning Environment	3.6	3.7							3.4	3.7							3.5	3.5									3.3	3.4	
16. P-12 Student Growth and Achievement	3.1	3.3							3.2	3.4							3.3	3.3									3.1	3.2	
17. Reflection on overall preparedness (new for 2019)									#VALUE!								#VALUE!										#VALUE!	#VALUE!	

111 completers, 73 located, 73 surveys sent, 47 returned surveys

Endorsement Areas with 1 or 2 returned surveys are calculated in the averages. The actual values are hidden for privacy and student identification.

2019 UVa-Wise Teacher Education Program CAEP Annual Reporting Measures

5. Graduation Rates (initial & advanced levels)

Over the past few years, the college as a whole has experienced a decline in enrollment. Enrollment in the UVa-Wise Teacher Education Program has shown similar trends with fewer students applying to the program.

Current UVa-Wise enrollment can be found at the following website.

<https://www.uvawise.edu/uva-wise/facts/>

Historical enrollment for UVa-Wise can be found at the following website.

<https://www.uvawise.edu/uva-wise/administration-services/institutional-research/ir-students/historical-enrollment/>

UVa-Wise graduation rates are found at the following website.

<https://www.uvawise.edu/home/consumer-information/>

Teacher Education Completer enrollment is reflected in the table below.

UVa-Wise Completers by Endorsement Area							
#	Endorsement Area	2014-2015	2015-2016	2016-2017	2017-2018	Totals	%
1	PK-6 - Elementary Education	18	20	13	17	68	44%
2	PK-12 - Foreign Language - Spanish	0	0	1	0	1	1%
3	PK-12 - Foreign Language - French	0	0	0	0	0	0%
4	PK-12 - Health and Physical Education	9	1	6	6	22	14%
5	PK-12 - Library Media	0	0	0	0	0	0%
6	PK-12 - Music - Instrumental & Vocal/Choral	2	3	1	1	7	5%
7	PK-12 - Theatre Arts	0	0	0	1	1	1%
8	K-12 - SpEd-General Curriculum	5	10	2	10	27	18%
9	6-12 - Career & Technical Education - Business and Information Technology	2	0	1	0	3	2%
10	6-12 - English	1	2	1	4	8	5%
11	6-12 - History and Social Science	1	3	1	1	6	4%
12	6-12 - Mathematics	2	3	2	1	8	5%
13	6-12 - Science - Biology	1	0	0	1	2	1%
14	6-12 - Science - Chemistry	0	0	0	0	0	0%
15	6-12 - Science - Earth Science	0	0	0	0	0	0%
16	*Add-on Endorsement - Drivers Education	0	0	0	0	0	0%
17	*Add-on Endorsement - Algebra I	0	0	0	0	0	0%
Totals		41	42	28	42	153	100%

*add-on number not monitored through TEP

2019 UVa-Wise Teacher Education Program CAEP Annual Reporting Measures

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

In Virginia, passing scores on all prescribed assessments are required for licensure. The UVa-Wise TEP does not recognize candidates as reaching the completer status until all required courses, degrees, certifications, and assessments are completed. Therefore, the ability of completers to meet licensing requirements is %100.

Title II summary Pass Rates are as follows.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	43	43	100
All program completers, 2016-17	28	27	96
All program completers, 2015-16	41	40	98

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	41	40	98
All program completers, 2014-15	40	39	98
All program completers, 2013-14	52	52	100

2019 UVa-Wise Teacher Education Program CAEP Annual Reporting Measures

7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels).

All UVa-Wise completers have met Virginia Department of Education licensure requirements for the Collegiate Professional Teaching License.

The table below reflects the number of completers who qualify for full unrestricted employment in their initial endorsement area.

UVa-Wise Completers Eligible For Unrestricted Employment in Initial Endorsement Area							
#	Endorsement Area	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	Totals	<u>Eligible for Employment</u>
1	PK-6 - Elementary Education	18	20	13	17	68	100%
2	PK-12 - Foreign Language - Spanish	0	0	1	0	1	100%
3	PK-12 - Foreign Language - French	0	0	0	0	0	
4	PK-12 - Health and Physical Education	9	1	6	6	22	100%
5	PK-12 - Library Media	0	0	0	0	0	
6	PK-12 - Music - Instrumental & Vocal/Choral	2	3	1	1	7	100%
7	PK-12 - Theatre Arts	0	0	0	1	1	
8	K-12 - SpEd-General Curriculum	5	10	2	10	27	100%
9	6-12 - Career & Technical Education - Business and Information Technology	2	0	1	0	3	100%
10	6-12 - English	1	2	1	4	8	100%
11	6-12 - History and Social Science	1	3	1	1	6	100%
12	6-12 - Mathematics	2	3	2	1	8	100%
13	6-12 - Science - Biology	1	0	0	1	2	100%
14	6-12 - Science - Chemistry	0	0	0	0	0	
15	6-12 - Science - Earth Science	0	0	0	0	0	
16	*Add-on Endorsement - Drivers Education	0	0	0	0	0	
17	*Add-on Endorsement - Algebra I	0	0	0	0	0	
Totals		41	42	28	42	153	100%
*number not monitored(nm) through TEP							

2019 UVa-Wise Teacher Education Program CAEP Annual Reporting Measures

8. Student loan default rates and other consumer information (initial & advanced levels)

UVa-Wise Student Loan Default Rates

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

The U.S. Department of Education releases official cohort default rates once per year. The FY 2015 official cohort default rates were delivered to both domestic and foreign schools on September 24, 2018, electronically via the [eCDR process](#). All schools must enroll in eCDR to receive cohort default rate notification. Schools may [check their eCDR enrollment online](#) or by calling CPS/SAIG Technical Support at 800-330-5947.

Secretary DeVos announced that **the FY 2015 national cohort default rate is 10.8 percent**. The Department also released a summary of the [FY 2015 official cohort default rates by state](#) and by [institution type](#).

Schools may also obtain an electronic loan record detail report via the [National Student Loan Data System \(NSLDS\) Professional Access website](#). A loan record detail report contains the data used to calculate a school's FY 2015 official cohort default rate. Assistance in accessing the NSLDS site or with downloading an electronic loan record detail report is available through NSLDS Customer Service at 1-800-999-8219.

According to the information provided by the U.S. Department of Education, the most recent UVa-Wise student loan default data is reflected below.



School Default Rates
FY 2015, 2014, and 2013

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2015	FY2014	FY2013
003747	UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE (THE) 1 COLLEGE AVENUE WISE VA 24293-4412	Bachelor's Degree	Public	Both (FFEL/FDL)	Default Rate	10.2	11.7	11.6
					No. in Default	49	51	45
					No. in Repay	478	433	387
					Enrollment figures	3,552	3,229	2,869
					Percentage Calculation	13.4	13.4	13.4

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2015 CDR Year will use 2013-2014 enrollment).

Current Date : 04/26/2019

UVa-Wise Consumer Information

UVa-Wise Consumer Information is available at the following website.

<https://www.uvawise.edu/home/consumer-information/>

Undergraduate Tuition

In 2014, U.S. News ranked The University of Virginia's College at Wise 4th among the nation's liberal arts colleges for least debt incurred by the graduating class of 2013. Two of the three institutions ranked higher included the United States Air Force Academy in Colorado and the United States Military Academy (West Point) in New York.

Academic Year	In-State	% Change	Out-of-State	% Change
2009-10	\$3,586		\$15,714	
2010-11	\$3,910	9.0%	\$16,450	4.7%
2011-12	\$4,242	8.5%	\$17,325	5.3%
2012-13	\$4,454	5.0%	\$18,190	5.0%
2013-14	\$4,676	5.0%	\$19,100	5.0%
2014-15	\$4,862	4.0%	\$19,864	4.0%
2015-16	\$5,056	4.0%	\$20,658	4.0%
2016-17	\$5,210	3.0%	\$21,288	3.0%
2017-18	\$5,366	3.0%	\$21,926	3.0%
2018-19	\$5,527	3.0%	\$22,584	3.0%

Undergraduate Total Fees

Total Fees include charges for Technology, Classroom Renewal, Academic Credentialing, Arts, Athletics, Student Health, and Student Programming, and are comparable to similar fees charged by other public institutions in the Commonwealth.

Academic Year	In-State	% Change	Out-of-State	% Change
2009-10	\$3,162		\$3,562	
2010-11	\$3,284	3.9%	\$3,816	20.7%
2011-12	\$3,478	5.9%	\$4,011	5.1%
2012-13	\$3,653	5.0%	\$4,285	6.8%
2013-14	\$3,833	4.9%	\$4,465	4.2%
2014-15	\$4,006	4.5%	\$4,638	3.9%
2015-16	\$4,164	3.9%	\$4,796	3.4%
2016-17	\$4,327	3.9%	\$4,961	3.4%
2017-18	\$4,459	3.1%	\$5,129	3.4%
2018-19	\$4,592	3.0%	\$5,262	2.6%

Financial Aid by Type

	2014 – 15		2015 – 16		2016 – 17	
	Students	Total \$s	Students	Total \$s	Students	Total \$s
Grants	1,180	\$9,040,193	1,171	\$7,943,271	1,188	\$8,051,781
Scholarships	856	\$3,967,268	862	\$4,312,613	878	\$4,168,596
Loans	925	6,034,059	898	\$6,324,806	905	\$6,336,783
Work-study Programs	189	\$261,745	157	\$208,197	152	\$216,770
All Other Aid	236	\$594,382	237	\$686,804	181	\$521,515
Totals	3,386	\$19,897,647	3,325	\$19,475,691	3,304	\$19,295,445

6-Year Graduate Rates

Entering Class	Cohort	Grads	All 1st-Year Students
Fall 1999	296	127	42.9%
Fall 2000	277	126	45.5%
Fall 2001	323	134	41.5%
Fall 2002	345	163	47.2%
Fall 2003	348	160	46.0%
Fall 2004	373	178	47.7%
Fall 2005	366	142	38.8%
Fall 2006	400	173	43.3%
Fall 2007	399	171	42.9%
Fall 2008	425	181	42.6%
Fall 2009	397	167	42.1%
Fall 2010	398	161	40.5%
10 Year Avg.	3774	1630	43.2%

Source: SCHEV, GRS04b Cohort Graduation Rates

1-Year Retention Rates

Entering Class	Cohort	Retained	First-time, Full-time Retention Rate
Fall 2003	348	259	74.4%
Fall 2004	373	269	72.1%
Fall 2005	366	226	61.7%
Fall 2006	400	280	70.0%
Fall 2007	400	261	65.3%
Fall 2008	425	288	67.8%
Fall 2009	397	278	70.0%
Fall 2010	399	251	62.9%
Fall 2011	356	259	72.8%
Fall 2012	371	271	73.0%
Fall 2013	332	224	67.5%
Fall 2014	304	219	72.0%
Fall 2015	291	182	62.5%
Fall 2016	330	216	65.5%
10-Yr. Avg.			67.9%

Source: SCHEV, RT01 Retention Report

Indebtedness of Degree Recipients

The average debt incurred by the College's graduating class of 2012-13 was \$12,772, significantly less than the nation's public, 4-year average of \$25,043 and the nation's private nonprofit, 4-year average or higher of \$29,708. According to *The Institute for College Access and Success*, the College ranked 1st for least average debt incurred by the graduating class of 2012-13 when compared to the other public institutions of higher education¹ in the Commonwealth of Virginia. In addition, the 5-year increase in the average debt was significantly smaller when compared to the other Virginia publics, increasing by 4.3% since 2008-09. With the exception of one other institution, increases were double-digit, ranging from 22.0% to 61.4%.

Graduating Class	Ranking Among National Liberal Arts Colleges	% of Graduates with Debt	Average Amount of Debt
2010-11	1	50%	\$10,180
2011-12	2	56%	\$11,524
2012-13	4*	62%	\$12,772

* Norfolk State University failed to provide data for 2012-13 and thus, were excluded.

* Two of the three institutions ranked higher included the United States Air Force Academy in Colorado and the United States Military Academy (West Point) in New York.

State Education & General Appropriations

The data below are reported in 2015 constant dollars.

Academic Year	\$ Millions	% Change
2004-05	\$13.60	10.2%
2005-06	\$15.36	13.0%
2006-07	\$18.89	23.0%
2007-08	\$21.15	12.0%
2008-09	\$19.14	-9.5%
2009-10	\$17.63	-7.9%
2010-11	\$17.12	-2.9%
2011-12	\$18.89	10.3%
2012-13	\$19.26	2.0%
2013-14	\$20.14	4.6%
2014-15	\$20.77	3.1%

State Education & General Appropriations per Annual FTE

The data below are reported in 2015 constant dollars.

Academic Year	\$ per FTE	% Change
2004-05	\$8,818	2.7%
2005-06	\$9,948	12.8%
2006-07	\$11,818	18.8%
2007-08	\$13,681	15.8%
2008-09	\$12,166	-11.1%
2009-10	\$11,408	-6.2%
2010-11	\$10,235	-10.3%
2011-12	\$11,418	11.6%
2012-13	\$11,701	-3.0%
2013-14	\$11,794	6.5%
2014-15*	\$13,342	13.1%

*Estimate